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| <b>Module Code:</b> | SOC404 |
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| <b>Module Title:</b> | Child Development and Play |
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|---------------|---|----------------------|----|
| <b>Level:</b> | 4 | <b>Credit Value:</b> | 20 |
|---------------|---|----------------------|----|

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| <b>Cost Centre(s):</b> | GASW | <b>JACS3 code:</b> | C821 |
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| <b>School:</b> | Social & Life Sciences | <b>Module Leader:</b> | Dr Vivienne Dacre |
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|---------------------------------------|---------|
| Scheduled learning and teaching hours | 36 hrs  |
| Guided independent study              | 164 hrs |
| Placement                             | N/A hrs |
| <b>Module duration (total hours)</b>  | 200 hrs |

| <b>Programme(s) in which to be offered (not including exit awards)</b> | Core                                | Option                   |
|--|-------------------------------------|--------------------------|
| Standalone Module – Aligned with FdA Therapeutic Child Care            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/>            | <input type="checkbox"/> |
|  | <input type="checkbox"/>            | <input type="checkbox"/> |

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| <b>Pre-requisites</b> |
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**Office use only**

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

**Module Aims**

The principal aim of the module is to enhance student learning around key areas of child development, and how trauma impacts development. This will be achieved by interrogating the interconnectedness between internal, intimate concerns of individual lives and the external social, economic and political order that largely concerns, influences and shapes people's lives. The aim is to promote understanding about the importance of play in relation to promoting greater potential for children's development.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

|   |   |     |     |
|---|---|-----|-----|
| 1 | Explore theories of child development from the physiological, psychological and sociological perspectives.                        | KS1 | KS4 |
|   |   | KS5 |     |
| 2 | Form an objective view of a child's development and assess how well the child is responding to current challenges of development. | KS1 | KS3 |
|   |   | KS5 |     |
| 3 | Compare the factors relevant to distinguishing between healthy and interrupted development.                                       | KS1 | KS3 |
|   |   | KS5 |     |
| 4 | Understand the importance of play in relation to promoting greater potential for the developing child.                            | KS1 | KS9 |
|   |   |     |     |

**Transferable skills and other attributes**

Written skills; Problem solving; IT; Organising; Working to deadlines; Making decisions; Research skills; Professional development.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

An essay demonstrating how the student might provide the conditions that will support children to develop both while they are playing and through their play.

Examples of the type of essay title:

- 1) How might the worker create the sort of rich environment that enables play and learning to take place;
- 2) How can the 'planned environment' be used to support a child's development;
- 3) Assess a child's social development and explain how the group context might support the child's progress.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1                 | 1,2,3,4                     | Essay              | 100%          |                    | 3,000                                     |

**Learning and Teaching Strategies:**

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials.

Work-based learning:

- Direct observation of children with particular attention to the application of a theory of child development;
- Discuss within a team meeting any deficits noticed, for example, language / communication / social skills and address how this impacts on the child;
- Observe children and staff interacting on an informal basis in order for the student to identify issues relating to the impact of trauma on the child's social and emotional development.

**Syllabus outline:**

- Introduction to key questions: What makes us human? How is it that some people do well in the world and some don't?
- Context: differing theoretical paradigms for understanding how children develop;
- Psychosocial thinking about babies and early childhood, adolescence, being in families;
- Key transitions: how children change and develop;
- Risk factors which can cause an interruption to developmental progress;

- The role of play and its significance to how children develop;
- Relationships: belonging, culture, identity and place;
- Psychosocial themes: well-being, resilience and vulnerability;
- Developmental needs: the context of care and children living away from home;
- The significance of play within therapeutic child care: symbolic capacity and self-integration.

### **Indicative Bibliography:**

#### **Essential reading**

Aldgate, J. Jones, D, Rose, W., Jeffery, C. (eds) (2006), *The developing world of the child*. London, Jessica Kingsley Publications.

Else, P. (2014), *Making Sense of Play – Supporting Children in their Play*, Open University Press

#### **Other indicative reading**

Fahlberg, V. (2012), *A child's journey through placement*. London: BAAF.

Ryan, T., Walker, R. (2007), *Life story work: a practical guide to helping children understand their past*. London: British Association of Adoption and Fostering (BAAF).

Howarth, J. (ed.) (2010), *The child's world: the comprehensive guide to assessing children in need*. Second Edition. London: Jessica Kingsley Publications.