

PRIFYSGOL



MODULE SPECIFICATION FORM

Module Title: Introduction to Child Development	Level: 3	Credit Value: 20
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Module code: ECS301	Cost Centre: GAEC	JACS2 code: N/A
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Trimester(s) in which to be offered: 1,2,3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: Sept 2013 Date revised: Sept 2014 Version no: 2
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Originating Academic Department:	Childhood and Family Studies	Module Leader:	Gillian Danby
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Module duration (total hrs)	200	Status: core/option/elective (identify programme where appropriate):	Core for Education Foundation Year Strand (both routes)
Scheduled learning & teaching hours:	50		
Independent study hours	150		

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies (including Foundation Year) BA (Hons) Education (including Foundation Year) BA (Hons) Education (Counselling and Psychotherapy) (including Foundation Year) BA (Hons) Education (Special Educational Needs) (including Foundation Year) BA (Hons) Education and Childhood Studies (including Foundation Year) FdA Early Childhood, Care and Education (including Foundation Year) FdA Learning Support: Teaching and Learning (including Foundation Year) FdA Learning Support: Special Educational Needs (including Foundation Year) BA (Hons) Youth and Community Work (including Foundation Year) Dip HE in Person-Centred and Experiential Counselling and Psychotherapy (including Foundation Year)	Pre-requisites per programme (between levels): None
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Module Aims:

To develop awareness and understanding of how children and young people learn and develop.

Intended Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Identify and explore key theoretical approaches in child learning and development
2. Demonstrate knowledge of different aspects/areas of the developing child/young person
3. Evaluate factors which may influence and impact on different aspects of development
4. Identify discuss and apply relevant observation techniques which could be used when working with children and young people

Transferable/Key Skills and other attributes:

- Academic reading and writing
- Manage information
- Communication of outcomes
- Drawing informed conclusions
- Observation skills
- Reflection and evaluation: links between theory and practice

Assessment:

A portfolio of evidence that considers key theoretical approaches in child development and their application in practice, with particular reference to the role and ethical use of observation techniques.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Portfolio	100%	2,500

Learning and Teaching Strategies:

Delivery will be facilitated through lectures, seminars, group work, feedback and discussion. Students will also participate in practical tasks linked to observations of individuals and groups through DVD/on-line material, to encourage reflection and evaluation.

Syllabus outline:

- How children and young people learn
- The role of active; experiential and play-based learning theory
- Theoretical approaches to child development
- The physical, social, cognitive, linguistic and emotional skills and their inter-relationship in the development of children and young people
- Factors which influence development and learning (nature/nurture)
- Techniques for assessing learning and development including ethical principles
- Key theorists including Piaget, Vygotsky, Rogers, Bruner, Dewey and contemporary theorists.

Bibliography

Essential reading:

Lindon, J. (2007), *Understanding Children and Young People – Development from 5-15 years*. London: Hodder Arnold.

MacLeod-Brudenell, I. and Kay, J. (eds.) (2008), *Advanced Early Years*, Second Edition. London: Heinemann.

Pound, L. (2005), *How Children Learn*. London: Practical Pre-school Books.

Riddall-Leech, S. (2005), *How to Observe Children*. Oxford: Heinemann

Other indicative reading:

Boyd, D. and Bee, H. (2009), *Lifespan Development*. Boston: Pearson/Allyn and Bacon.

Doherty, J. and Hughes, M. (2009), *Child Development: Theory and Practice 0 – 11*. Harlow: Pearson Longman.

Fawcett, M. (2009), *Learning Through Child Observation*. Second Edition. London: Jessica

Kingsley Publishers.

Lindon, J. (2005), *Understanding Child Development- Linking Theory to Practice*. London: Hodder Arnold.

Moyles, J. (ed.) (2005), *The Excellence of Play*. Second Edition. Buckingham: Open University Press.

Reed, M. and Canning, N. (eds) (2010), *Reflective Practice in the Early Years*. London: SAGE Publications.

Sharman, C., Cross, W. and Vennis, D. (2007), *Observing Children and Young People*. Fourth Edition. London: Continuum.

Veale, F. (2013), *Early Years: for Level 4 and 5 and the Foundation Degree*. London: Hodder Education.

Useful web-sites:

<http://www.infed.org>

<http://wales.gov.uk/topics/educationandskills/?lang=en>

<http://www.education.gov.uk>

<http://www.daycaretrust.org.uk>