Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	EDY403
Module Title	Psychology of Childhood
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100463
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core
BA (Hons) Early Childhood Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**36** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23
With effect from date	1/9/24
Date and details of revision	
Version number	1

Module aims

This module aims to develop an understanding of the psychological approaches to child development (birth to 8 years), whilst considering how adults can influence the way children think, feel, and interact with the world around them. This module will enable students to make connections with practice by being aware of research findings on how children develop, and how these link to effective practice in early years settings.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Examine different psychological approaches to child development
2	Explain the importance of brain development and how the brain develops
3	Consider how social interactions can shape child development
4	Identify the role of the adult as specified in psychological theories of child development.

Assessment

Indicative Assessment Tasks:

Participants will be required to complete an assessment of up to 3000 words or equivalent.

Written Assignment (word count 1000)

Outline and compare psychological theories of child development.

Coursework (6-page A5 Booklet)

Create a booklet for practitioners that demonstrates an understanding of brain development and how adults can influence this in practice.

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	30%
2	2, 3,4	Coursework	70%

Derogations

Derogations for progression apply to part-time students only, please refer to the programme specification.

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Indicative Syllabus Outline

This module will explore:

- Child psychology and its importance
- Psychologists and their theories (physical; cognitive; language; social; emotional)
- The nature/nurture debate
- Perspectives on development (Behaviourism; Nativism; Stage theories -Freud and Piaget)
- Developmental stages and ages
- How brains develop
- Experiences that shape the developing brain
- The role of the adult (practitioner and parent/carer)
- Attachment
- Influences on child development (e.g. socio-cultural context)

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Slee, P. T., and Shute, R.H. (2015), *Child Development: Theories and Critical Perspectives*. 2nd ed. London: Routledge.

Other indicative reading

Crowley, K. (2017), *Child Development: a Practical Introduction*. 2nd ed. Los Angeles: SAGE.

Doherty, J. and Hughes, M. (2014), *Child Development: Theory and Practice 0 – 11.* 2nd ed. Harlow: Pearson Longman.

Gray, C. and MacBlain, S. (2015), *Learning Theories in Childhood.* 2nd ed. London: Sage.

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

Pearce, C. (2017), *A Short Introduction to Attachment and Attachment Disorder*. 2nd ed. London: Jessica Kingsley Publishers.

Professional Association for Childcare and Early years (2023), *Building the Toddler Brain.* Available from: https://www.pacey.org.uk/working-in-childcare/spotlight-on/2-year-olds/building-the-toddler-brain/

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Ethical

Key Attitudes
Curiosity

Practical Skillsets
Emotional Intelligence