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| <b>Module Code:</b> | ECS305 |
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| <b>Module Title:</b> | Introduction to Child Development |
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|---------------|---|----------------------|----|
| <b>Level:</b> | 3 | <b>Credit Value:</b> | 20 |
|---------------|---|----------------------|----|

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|------------------------|------|--------------------|------|
| <b>Cost Centre(s):</b> | GAEC | <b>JACS3 code:</b> | C820 |
|------------------------|------|--------------------|------|

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|-----------------|-------------------------------------|-----------------------|--------------|
| <b>Faculty:</b> | Faculty of Social and Life Sciences | <b>Module Leader:</b> | Louise Jones |
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|---------------------------------------|---------|
| Scheduled learning and teaching hours | 40 hrs  |
| Guided independent study              | 160 hrs |
| Placement                             | 0 hrs   |
| <b>Module duration (total hours)</b>  | 200 hrs |

| <b>Programme(s) in which to be offered (not including exit awards)</b>  | Core | Option                   |
|---|------|--------------------------|
| BA (Hons) Families and Childhood Studies (with Foundation Year)<br>SUBJECT TO VALIDATION                                  | ✓    | <input type="checkbox"/> |
| BA (Hons) Education (with Foundation Year)<br>SUBJECT TO VALIDATION   | ✓    | <input type="checkbox"/> |
| BA (Hons) Education (Additional Learning Needs/Special Educational Needs) (with Foundation Year)<br>SUBJECT TO VALIDATION | ✓    | <input type="checkbox"/> |
| BA (Hons) Education and Childhood Studies (with Foundation Year)<br>SUBJECT TO VALIDATION                                 | ✓    | <input type="checkbox"/> |
| Diploma of Higher Education in Counselling  | ✓    | <input type="checkbox"/> |

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

Initial approval: 12/12/2018

With effect from: 01/09/2019

Date and details of revision:

Version no:1

Version no:

**Module Aims**

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

**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

| At the end of this module, students will be able to |   | Key Skills |      |
|---|---|------------|------|
| 1   | Identify and explore key theoretical approaches in child learning and development   | KS2        | KS4  |
|   |   | KS6        | KS9  |
| 2   | Demonstrate knowledge of different aspects/areas of the developing child/young person                                       | KS1        | KS3  |
|   |   | KS4        |      |
| 3   | Evaluate factors which may influence and impact on different aspects of development   | KS1        | KS5  |
|   |   | KS7        |      |
| 4   | Identify, discuss and apply relevant observation techniques which could be used when working with children and young people | KS1        | KS10 |

**Transferable 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

**Derogations**

*None*

**Assessment:**

Indicative Assessment Tasks:

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

The work contained within the portfolio will cover key learning outcomes, including:

- Theory and application
- Knowledge of child/young person development
- Impact evaluation
- Identification and use of observation techniques

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1                 | 1-4                         | Portfolio          | 100%          | n/a                | 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.

**Indicative Bibliography:**

**Essential reading**

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

Smidt, S. (2013). *The Developing Child in the 21<sup>st</sup> Century*. Second Edition. Abingdon: Routledge.

**Other indicative reading**

Robinson, M. (2008). *Child Development 0-8. A journey Through the Early Years*. Maidenhead: Open University Press.

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