

Transition and Development in Children and Young People

Module Code:	SOW4007-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Social Work
FHEQ Level:	FHEQ Level 4

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	24
Tutorials	12
Directed Study	164

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

To gain an understanding of theoretical perspectives relating to the development of children, transitions throughout childhood and to reflect on implications for work with children and families.

Outline Syllabus

- Key perspectives in the development of children and young people (including psychological, sociological and anthropological).
- Challenges that influence children's potential for growth and development including social

divisions, such as gender, class, ethnicity and disability.

- The impact of transitions (meaning any episode where children have to cope with potentially challenging changes, including progressing from one developmental stage to another, changing schools, entering or leaving the care system, loss, bereavement, parental incapacity).

- The impact of these understandings on practice.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 describe a range of theoretical perspectives that inform understanding of child development and barriers to development
- 2 explain and evaluate particular theories (e.g. attachment theory, life stage theory) which have an important influence on contemporary childcare practice
- 3 demonstrate an understanding of possible transitions and the impact that these can have on children and families.
- 4 apply knowledge of child development and transitions to childcare practice.
- 5 use analytical skills in relation to a range of issues around child development and transitions; design and deliver a group presentation.

Learning, Teaching and Assessment Strategy

Lectures will be used to provide an overview of relevant concepts and theories. Through the use of case studies and other exercises, group discussions will introduce and develop skills and awareness in relation to application of knowledge in practice situations.

There are two assessments: a written assignment and a group presentation. The group poster presentation meets the requirements of LO5. The presentation will be assessed by your module leader and a second assessor. You will be marked according to a marking criteria detailed on the assessment description and will receive a group mark. This will provide formative assessment. The second piece of assessed work is a written assignment. This will allow you to develop skills in: describing a range of theoretical perspectives that inform understanding of child development and barriers to development; explain and evaluate particular theories (e.g. attachment theory, life stage theory) which have an important influence on contemporary childcare practice; demonstrate an understanding of possible transitions and the impact that these can have on children and families (LO1-3). It will also allow you to demonstrate skills in applying knowledge of child development and transitions to childcare practice (LO4) and using analytical skills in relation to a range of issues around child development and transitions (LO5). This will provide summative assessment.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Group poster presentation (Supplementary: Individual poster presentation)	15 minutes	50%	No
Summative	Coursework	1500 word assignment	-1500 words	50%	Yes

Legacy Code (if applicable)

SW-4007L

Reading List

To view Reading List, please go to [rebus:list](#).