

Module Details	
Module Title	Transition and Development in Children and Young People
Module Code	SOW4007-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Social Work
FHEQ Level	FHEQ Level 4
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Lectures	22
Seminars	3
Tutorials	11
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To gain an understanding of concepts, modules and 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, sexuality 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, homelessness, seeking asylum, loss, bereavement, parental incapacity).
- The implications of such perspectives, challenges and transitions for practice.

Learning Outcomes

Outcome Number	Description
01	describe a range of theoretical perspectives that inform understanding of child development and barriers to development
02	explain and evaluate particular theories (e.g. constructivist theory, life stage theory) which have an important influence on contemporary childcare practice
03	demonstrate an understanding of possible transitions and the impact that these can have on children and families.
04	apply knowledge of child development and transitions to childcare practice.
05	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

There will be a programme of Online Lectures (both synchronous and asynchronous) and will be used to provide an overview of relevant concepts, models and theories. Through the use of case studies and other exercises, group discussions in online seminars will introduce and develop skills and awareness in relation to application of knowledge in practice situations. The discussions will introduce students to the value and limitation of sharing personal experiences in order to understand the implication of concepts, models and theories related to transitions and development.

Each lecture will be followed by online seminars, in which students can clarify their ideas or seek tutor feedback on their progress.

In addition, a programme of face-to-face seminars will introduce students to the requirements of the assignments and reinforce essay-writing and poster presentation skills.

The programme will consist of 5 hour-long seminar sessions, in which students work with their Academic Personal and Professional Development groups on assignments.

The first assessment is a poster presentation which meets the requirements of all Learning Outcomes. The poster will be assessed by the module leader and a second assessor. Students will be marked according to a marking criteria detailed on the assessment description. Students will submit a 500 word narrative to accompany their poster.

The second assessment is a written assignment. The assignment will require students to demonstrate all the learning outcomes. Students will choose an issue, challenge or barrier to the development of children or young people. The assignment will then require students to :

- ? explain the nature and extent of their chosen topic, drawing on relevant academic literature and research,
- ? apply relevant concepts, models and theories in order to demonstrate their understanding of the significance of their topic for children or young people's transitions and development.
- ? Provide a summary and evaluation of policy or service or practice that support children's or young people's transitions and development, in the light of their chosen topic.
- ? Evaluate the policy, service or practice, drawing on actual published evaluation. This assignment will provide summative assessment.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Poster presentation with 500 word narrative	15 mins	50%
Summative	Coursework	1500 word assignment	N/A	50%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.