

Module Details	
Module Title:	Transition and Development in Children and Young People
Module Code:	SOW4007-B
Academic Year:	2019-20
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	22
Seminar	3
Tutorials	11
Directed Study	164

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

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
<ul style="list-style-type: none"> - 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

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. constructivist 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, models 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. 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.

All lectures will be followed by tutorials, in which students can clarify their ideas or seek tutor feedback on their progress. The tutorials will introduce students to the requirements of the assignments and reinforce essay-writing and presentation skills.

There will be 3 hour-long seminar sessions, in which students work with their Academic Personal and Professional Development groups on assignments.

The first assessment is a group presentation which meets the requirements of all Learning Outcomes. The presentation 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 and will receive a group mark. Students will submit a record of participation.

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	Group presentation (Supplementary: Individual or group presentation)	15 minutes	50%
Summative	Coursework	1500 word assignment	1500 words	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.