1. **Title of the module**

SOCI3080 (SO308) Lifespan Development

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None (all modules on the Social Work BA are compulsory)

1. **The programmes of study to which the module contributes**

BA (Hons) Social Work

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Show a basic understanding of a lifespan approach to human development, and transitions in development

8.2 Recognise the relevance of different underlying psychological and physiological perspectives to understanding individual human development and behaviour

8.3 Identify the complexity of hereditary, social, political, cultural, economic and environmental factors that influence human development and their interactions

8.4 Demonstrate understanding of diversity and difference in conjunction with knowledge of particular life-span models.

8.5 Examine the intersection of psychological theories and social factors with issues of discrimination, disadvantage, inequality and injustice

8.6 Demonstrate understanding of connections between lifespan models and social work interventions and theories

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate basic skills in gathering, organising, evaluating and synthesising information in a clear and coherent manner.

9.2 Take into account different perspectives and assess reliability and relevance of information gathered.

1. **A synopsis of the curriculum**

The module will begin with a general introduction to lifespan approaches and subsequently address the following areas incorporating multiple perspectives on each topic (biological/medical, cognitive, developmental, psychodynamic, social, humanistic and other prominent approaches, focusing specifically on bio-psychosocial approaches):

* Development in early childhood.
* Relationship between brain development and attachment in infancy.
* Childhood development influences on later life.
* Early socialisation.
* Cognitive development and learning in middle/later childhood.
* Social factors: education, gender roles and gender stereotypes, child abuse, and children in care.
* Theories of adolescence: identity and transitions, biological, emotional, social and cultural influences in adolescence

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Beckett C. & Taylor H., (2016) *Human growth and development*, 3rd edn. London: Sage.

Fawcett M. (2009) *Learning through child observation*, London: Jessica Kingsley.

Gibson, A. and Gibson, N. (2015) *Human Growth, Behaviour and Development*, London: Sage.

Howe D. (2011). *Attachment across the lifecourse: a brief introduction*, Basingstoke: Palgrave Macmillan.

Parrish M., (2014) *Social work perspectives on human behaviour*, 2nd edn. Maidenhead: Open University Press.

Sudbery J. (2010) *Human growth and development: an introduction for social workers*, London: Routledge.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (3000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X |  |  |
| Seminars | X | X | X | X | X |  | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay – 3000 words | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/03/17 | Minor | January 2018 | 11,13 | No |
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| Updated into CMA compliant format by SSPSSR November 2018 |