1. **Title of the module**

PSYC3020 (SP302) – Introduction to Social and Developmental Psychology

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

School of Psychology

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**

30 Credits (15 ECTS)

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

Autumn and Spring

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

None

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

Compulsory to:

* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology (with Studies in Europe)
* BSc in Social Psychology
* BSc in Psychology and Social Anthropology
1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations
	2. Demonstrate knowledge and understanding of main phenomena, methods and theorising in social psychology
	3. Demonstrate knowledge and understanding of main phenomena, methods, and theorising in developmental psychology
	4. Demonstrate subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring psychological issues
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate communication skills in written assignments
	2. Demonstrate skills in critical reflection and analysis of relevant literature
	3. Demonstrate computer literacy skills to retrieve, analyse and present information
3. **A synopsis of the curriculum**

This module, along with other Stage 1 psychology modules, provides a foundation for Stages 2 and 3. It will provide students with an introduction to the methods, techniques and issues involved in the study of social psychology and developmental psychology. The emphasis of the module is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research, and application in both social psychology and developmental psychology. In one part of the module, focus is placed on core theories and research in, as well as applications of, social psychology. In the other part of the module, focus is placed on core theories and research in, as well as applications of, developmental psychology. Each part begins with an overview of the historical development of the subject before introducing students to current theories and methods.

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

Sutton, R.M., & Douglas, K.M. (2013). *Social psychology.* Basingstoke, UK: Palgrave MacMillan.

Gillibrand, R., Lam, V. & O’Donnell, V.L. (2011). *Developmental psychology.* London: Prentice Hall.

1. **Learning and teaching methods**

Total contact hours: 51

Private study hours: 249

Total study hours: 300

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

Study Skills Assignment 800 words 20%

Essay 1,200 words 20%

Examination 2 hours 60%

13.2 Reassessment methods

Like for Like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures – study skills | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Study skills assignment | **x**  |  | **x** | **x** | **x** | **x** | **x** |
| Exam | **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**

Canterbury

1. **Internationalisation**

This module covers topics of Psychology from both a national and international perspective.

**DIVISIONAL USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11.02.21 | Minor | September 2020 | 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018