1. **Title of the module**

PSYC5280 (SP528) – Child Development

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 6

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

None

1. **The programmes 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

Not available wild. Not available to Short Term Credit Students.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate a systematic understanding of key aspects of developmental psychology, including acquisition of coherent and detailed knowledge informed by research at the forefront of defined aspects of a discipline (e.g., theory of mind; language acquisition)
	2. deploy accurately established techniques of analysis and enquiry within developmental psychology (e.g., developing a critical understanding of experimental evidence in relevant areas)
	3. demonstrate a conceptual understanding that enables the student to devise and sustain arguments central to an understanding of contemporary developmental psychology and so be able to describe and comment upon particular aspects of current research in the field.
	4. demonstrate an enhanced conceptual understanding through the provision of information and which leads to enhancing their appreciation of the uncertainty, ambiguity and limits of knowledge within developmental psychology
	5. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
	6. critically evaluate arguments, assumptions, abstract concepts and data such that they are in a position to make appropriate evaluations of problems in developmental psychology.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. manage their own learning, and to make use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials appropriate to the discipline).
	2. use qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature (e.g., in educational or clinical psychology)
	3. communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences by means of writing, and through experience in making oral presentations to groups.
3. **A synopsis of the curriculum**

The focus of this module is on understanding how children develop. Understanding something of the processes of developmental change is a central part of any psychology degree, and by the end of this module you should be in a better position to understand the significance of child development for human psychology. As the course progresses we will move from issues germane to early infancy, through childhood and the associated social, cognitive and emotional changes the child experiences during that period, concluding with an overall look at the bigger picture.

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

Gillibrand, R., Lam, V., and O’Donnell, V.L. (2016). Developmental Psychology. London: Pearson Education.

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 125

Total study hours: 150

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

Group Presentation 30%

Examination 2 hours 70%

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 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  |  |  |  | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Seminars |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |
| Presentation |  | **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**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018