1. **Title of the module**

PSYC5800 (SP580): Advanced Developmental Psychology

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

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 (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. Not available as an elective module. Available to Short-Term Credit students, subject to convenor/school approval.

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

BSc in Applied Psychology

BSc in Applied Psychology with Clinical Psychology

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 Social Psychology with Clinical Psychology

BSc in Psychology and Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. understand alternative theoretical, empirical and methodological perspectives in the field of advanced developmental psychology.
3. critically think about research into advanced developmental psychology
4. present and defend complex arguments in the field advanced developmental psychology
5. demonstrate an appreciation of the historical and conceptual issues in the study of developmental Psychology.
6. demonstrate a good knowledge and understanding of the principal topics and perspectives (e.g. social, developmental, cognitive and biological) in psychology and how they relate to contemporary society
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
9. demonstrate an understanding of the quality of theories, methods and findings in published research
10. demonstrate an ability to reflect on and manage own learning and seek to make use of constructive feedback from peers and staff in seminars to enhance their performance and personal skills
11. demonstrate the development of independent learning skills to support learning and personal development through the use of available resources
12. demonstrate initiative and self-organisation and time management
13. demonstrate use of information technology to support learning and understanding of psychology
14. **A synopsis of the curriculum**

Developmental psychology aims to understand the developmental trajectory of psychological processes involved in human thought, action, behaviour and emotion. The underlying premise of this field is that a fuller understanding of any psychological phenomena becomes available once we explain when and how it develops. The main purpose of this module is to critically review recent research into key topics within advanced developmental psychology (e.g. social development, the development of prejudice, children as witnesses, the development of mindreading and learning from others). Through such an examination we will be a good position to understand the questions, issues and controversies that are at the forefront of research in developmental psychology.

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

## There is no core text book for this course as it covers specialist topics in depth. Instead, for each lecture background reading will be provided. This will include the relevant books, book chapters and journal articles.

1. **Learning and teaching methods**

## The module will be taught by lectures, seminars and private study.

## Total Contact Hours: 24

## Private Study Hours: 126

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

Exam: 2 hours: 60%

Coursework Essay: 1,500 Words: 40%

Short-term Credit students taking the module will be required to complete a second 1,500 word essay instead of the exam. This will assess the same Learning Outcomes as the Exam.

* 1. 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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |
| **Private Study** | 12 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| *Seminars* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment Method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* | *40%* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | *60%* | **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**

The module discusses topics of universal nature (e.g. cognitive & social development) as well as specific topics linked to internationalisation such as prejudice and prejudice reduction. Core readings for this module are provided by journal articles published worldwide and feature research undertaken in various countries.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| November 2017 | Minor | September 2018 | 5-7, 11, 13-19 | No |
| 20.01.21 | Minor | September 2020 | 13 | No |