1. **KentVision Code and title of the module**

PSYC6290 Developmental Psychology

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

Division of Human and Social Sciences, 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

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

Autumn or Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

N/A

1. **The course(s) of study to which the module contributes**

BSc (Social Sciences). Also available as a Wild Module

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

8.1 Demonstrate a systematic understanding of key concepts, theories and findings in developmental psychology, including detailed knowledge informed by current research in core topic areas

8.2 Demonstrate a critical understanding of a range of traditional and current methods of analysis and enquiry in developmental psychology

8.3 Evaluate through written analysis and interpretation, theoretical and empirical literature in developmental psychology

8.4 Develop an appreciation of historical and conceptual issues and key debates in the study of human development from birth to adolescence

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

9.1. Demonstrate knowledge and awareness of the diversity of theoretical and empirical approaches in psychology

9.2. Demonstrate literacy, analytical and writing skills to present, interpret and discuss concepts, theories and findings from scholarly reviews and primary sources

9.3 Demonstrate the ability to communicate well-founded opinions, interpret evidence, argue rationally, and engage in critical thinking about theoretical, empirical, and philosophical issues in psychology

9.4 Critically evaluate the quality of theories and findings in published psychological research,

1. **A synopsis of the curriculum**

This module will examine developmental changes in social and cognitive processes from birth to adolescence. The interaction of biological and social factors throughout development will be examined. Topics covered include attachment, perceptual and cognitive abilities in infancy, acquisition of language, theories of cognitive development, social & moral development, development of self-concept and theories of adolescence.

1. **Reading list**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Cohen, D. (2005). The development of play. London: Routledge.
* Durkin, K. (1995) Developmental Social Psychology. Oxford: Blackwell.
* Frydenberg, E. (2008). Adolescent Coping: advances in theory, research and applications. London: Routledge.
* Shaffer, D. (2013). Developmental Psychology: Childhood and Adolescence. Belmont, C.A.:
* Wadsworth Publishing
* Smith, P., Cowie, H. and Blades, M. (2003). Understanding Children’s Development. Oxford: Blackwell
* Steinberg, L., Vandell, D., & Bornstein, M. (2011). Development: Infancy through adolescence. Belmont, C.A.: Wadsworth Publishing.

1. **Contact Hours**

Private Study: 128

Contact Hours: 22

Total: 150

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

* Essay 2,500 words 50%
* Examination 50%

13.2 Reassessment methods

100% coursework (2,500 words)

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

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** |  | **x** |  | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (2,500 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **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 covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**DIVISIONAL USE ONLY**

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

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 12/05/16 | Minor | September 2016 | 11,13,14 | No |
| 20.01.22 | Major | Autumn 2022 | 8, 9, 13, 14, 16 | No |