# KentVision Code and title of the module

PSYC5280 Child Development

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Psychology

# The level of the module

Level 6

# The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

# Prerequisite and co-requisite modules and/or any module restrictions

None

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

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

* 1. **The module is optional for the following courses**

 BSc Business Psychology

 BSc Business Psychology and a Placement Year

# 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.

# Contact Hours

Private Study: 125

Contact Hours: 25

Total: 150

# Learning and teaching methods

This module will be delivered via lectures and workshops.

# 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.

# 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 a variety of methods

# Assessment Strategy

* 1. **Main assessment methods**

Poster 30%

Examination (2 hrs) 70%\*

\*This element is pass-compulsory and must be passed outright to achieve the learning outcomes of the module

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

This module is a compulsory module for BPS accreditation and the assessments provide stretch and rigour to allow students to demonstrate knowledge and skills obtained throughout the module. The poster and presentation allow students to communicate their research to a non-specialist audience and per-review the work of others within the module. The exam consolidates learning at the end of the module in a traditional method which limits opportunities for academic misconduct.

* 1. **Reassessment methods**

Like for like

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 13.1 | 13.2 | 13.3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** |  |  |  |  | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Workshops |  |  | **X** |  | **X** | **X** |  | **X** | **X** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 13.1 | 13.2 | 13.3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation |  | **X** |  | **X** |  | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

# 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).

# Inclusive module design

The Division 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students**  | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
|  | Major | Sept 23 | Existing | 8.1, 8.2, 14.1, 15.2 |
|  |  |  |  |  |