# KentVision Code and title of the module

PSYC5800 Advanced Developmental Psychology

# 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**

None

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

BSc in Psychology

BSc in Psychology with a Placement Year

BSc in Psychology with Clinical Psychology

BSc in Psychology with Clinical Psychology and a Placement Year

BSc in Psychology with Forensic Psychology

BSc in Psychology with a Year Abroad

* 1. **Also available as an elective module. Available to Short-Term Credit students, subject to convenor/school approval.**

# 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.

# Contact Hours

Private Study: 126

Contact Hours: 24

Total: 150

# Learning and teaching methods

This module is delivered via two hour lecture-seminars. Additional material will be available on the module Moodle page and students may use Moodle forums for module specific queries.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 understand alternative theoretical, empirical and methodological perspectives in the field of advanced developmental psychology

12.2 critically think about research into advanced developmental psychology

12.3 present and defend complex arguments in the field advanced developmental psychology

12.4 demonstrate an appreciation of the historical and conceptual issues in the study of developmental Psychology.

12.5 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

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

13.2 demonstrate an understanding of the quality of theories, methods and findings in published research

13.3 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

13.4 demonstrate the development of independent learning skills to support learning and personal development through the use of available resources

13.5 demonstrate initiative and self-organisation and time management

13.6 demonstrate use of information technology to support learning and understanding of psychology

# Assessment Strategy

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

This module is not compulsory on any course but allows students the opportunity to explore Development Psychology in more depth. The assessments consolidate the learning across the module both testing knowledge gained and allowing students the opportunity to put original ideas in their own words. The earlier deadline of the essay gives students the chance to learn from their feedback in advance of their exam.

* 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 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **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** |

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

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 | 13.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Essay (40%)** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Examination (60%)** | **x** |  | **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** | **Sections revised (if applicable)** | **Cohort impacted** |
| --- | --- | --- | --- | --- |
| Nov 2017 | Minor | September 2018 | 5-7, 11, 13-19 |  |
| 20.01.21 | Minor | September 2020 | 13 |  |
| 19.09.23 | Minor | Sept 23 | 8.2,11.14.2, 15.2 | current |