## KentVision Code and title of the module

PSYC8520 Developmental Psychology in Professional Practice

## 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

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

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

20 credits (10 ECTS)

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

Autumn or Spring

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

None

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

#### Optional to the following courses:

* Clinical Psychology
* Developmental Psychology
* Social Psychology

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

8.1 Demonstrate knowledge and understanding of how developmental psychology theory and methods are used in professional settings e.g. education, healthcare, clinical.

8.2 Demonstrate understanding of the potential contribution Developmental Psychology research can make to professional settings e.g. education, healthcare, clinical.

8.3 Gain insight into current issues/problems in professional settings where Developmental Psychology is or could potentially provide insights/solutions.

8.4 Familiarise self with Case Studies illustrating Developmental Psychology in action in professional settings.

8.5 Develop own Case Study illustrating Developmental Psychology in action in professional settings.

8.6 Demonstrate key intellectual skills be critically evaluating the role of Developmental Psychology in professional settings, in terms of the relevance and usefulness of theory and methodologies used in Developmental Psychology.

8.7 Evaluate the contribution developmental psychology can make in professional settings.

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

9.1 Appraise developmental psychology theories and methods through an understanding of statistical material

9.2 Communicate critical evaluations of methods and theories

9.3 Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)

9.4 Demonstrate the ability to solve problems through independent learning and use of IT.

## A synopsis of the curriculum

The focus of this module is on developing students’ understanding of how developmental psychology can be applied in professional settings. This module will provide students with an insight into how developmental psychology theory and methods are used in Professional settings e.g. education, healthcare, clinical.

Students will receive lectures from professionals working in Clinical psychology, Educational psychology and Speech and Language development. These contributors will explain, first-hand, current issues/problems in professional settings where developmental psychology is or could potentially provide insights/solutions the extent. The speakers will consider the role of developmental psychology in their professional settings, outline major theories that inform practice and critically evaluate the role of developmental psychology in their setting. Students will have an opportunity to hear about specific instances where theories and methods from developmental psychology can be applied to a particular problem or issue in a professional setting, referred to as ‘Case Studies’.

## 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).

## Contact Hours

Private Study: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods

Poster – A2 size; Guidelines of 500 - 1,000 words, but not prescriptive – 40%

Essay – 3,000 - 3,500 words – 60%

* 1. Reassessment methods

Like-for-like

## Map of module learning outcomes (sections 8 & 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 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures/Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Poster | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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) |
| --- | --- | --- | --- | --- |
| 07.11.22 | Minor | September 2023 | 13, 14 | No |
| 31.01.23 | Minor | September 2023 | 7  | No |