**Module Specification**

# Developmental, Conceptual and Historical Themes in Psychology

Version: 2024-25, v1.0, 16 Feb 2024

**Contents**

# Part 1: Information

**Module title:** Developmental, Conceptual and Historical Themes in Psychology

**Module code:** USPJQQ-30-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

# Part 2: Description

**Overview:** The focus of this module is to engage with the key questions, controversies and complexities in the field of psychology, centred on developmental, conceptual and historical themes.

**Features:** Not applicable

**Educational aims:** To provide a critical overview of the evidence base underpinning our current understanding of psychology, focussing on developmental, conceptual

and historical themes in psychology.

To provide students with an opportunity to become engaged with the practical implications of theoretical and methodological advances in the areas of developmental and conceptual psychology, underpinned by a critical engagement with historical themes.

To develop students' skillset to extend to an adaptable range of interventions specific education, health and social care settings.

**Outline syllabus:** An indicative content is outlined below:

Domains of development (language, cognitive, social, cultural), the contexts of development (peers, romantic relationships, family, school), and variation in development.

Historically informed, contemporary critique of current concepts and relevant debates surrounding psychological disorders and their management.

Application of theoretical developments and research informing psychological practice in education, health and social care settings.

## Part 3: Teaching and learning methods

**Teaching and learning methods:** A variety of learning approaches will be used to support all students in developing a critical and applied  approach to developmental, conceptual and historical themes in psychology.  Taught sessions at UWE will utilise TEL (see below) where possible, to augment activities such as interactive lectures, tutorials, seminars, workshops, debates, case studies, problem based learning.

Scheduled learning activities.
Interactive lectures and seminars: scheduled contact time is structured around lectures, which will cover key concepts and debates in the field.

Seminars will encourage students to discuss and explore the main content from the lectures.

Independent learning includes hours engaged with essential reading, case formulation preparation, and assessment preparation, peer-peer learning.

Technology-Enhanced Learning (TEL): The module will be supported by a range of technology, ensuring course materials are always accessible. Students will be expected to access reading materials through our online platform for the the module, and engage with additional activities such as accessing video and weblinks. Discussion boards will be enabled for student use, facilitated by the module leader.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Describe and critique approaches to the understanding of the development of language, including the cognitive, social and cultural factors that may influence 'typical' and 'atypical' development.

**MO2** Critically evaluate theoretical perspectives and methodological approaches in developmental psychology, engaging with conceptual and historical issues, their implications and limitations.

**MO3** Apply critical thinking and innovation to the conceptualisation and development of an intervention in the context of developmental psychology, informing practice, tailored to a specific context.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 258 hours

Face-to-face learning = 42 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/lists/99AA754F-E7D2-3FF6-7D12-23647ABA3065.html

## Part 4: Assessment

**Assessment strategy:** Assessment one: Written Assignment - 1500 words
This will typically incorporate a research proposal in which students will be asked to design an evidence-based intervention in a chosen context (e.g. education, health and or social care setting).

Assessment two: Portfolio - 1500 words
This will typically involve the creation of informational resources for a particular target audience (e.g. parents/ educators/ practitioners), focussing on a key area and/or context of development.

Opportunities for formative assessment and feedback are built into the scheduled learning during tutorial and workshop activities. This may take the form of structured activities, discussion of current research, and review of example cases.

**Assessment tasks:**

**Written Assignment** (First Sit)
Description: Research proposal
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3

**Portfolio** (First Sit)
Description: Informational resources for parents/ educators/ practitioners about a key area and/or context of children's development
Weighting: 50 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

**Portfolio** (Resit)

Description: Informational resources for parents/ educators/ practitioners about a key area and/or context of children's development

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Written Assignment** (Resit)

Description: Research proposal

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

# Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Conversion) [Frenchay] MSc 2024-25

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