



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Developmental Psychology				
Module Code	USPK69-15-3	Level	3	Version	1
Owning Faculty	HAS	Field	Psychology		
Contributes towards	BSc Hons Psychology + Psychology combinations				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to: Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the application of developmental psychology theory to the understanding of infants, children, teens and adults behaviour (component A);</li> <li>• Evaluate a variety of approaches to the application of developmental theory (component A);</li> <li>• Critically evaluate the problems of applying developmental theory (component A);</li> <li>• Critically discuss the contributions of developmental psychology and developmental psychopathology to an understanding of developmental processes (component A).</li> </ul> <p>Learning outcomes will be summatively evaluated through assessment component A and formatively assessed throughout the teaching sessions and through the use of TEL via BB discussion boards.</p>
Syllabus Outline	<p>Since the content of the module will, to some extent, alter from year to year to include new topics of interest, the outline given below is intended only as a broad guide.</p> <p>General The course builds on topics and themes addressed in Developmental Psychology taught at levels 1 and 2, with the intention to (a) bring the topics up to date, and (b) allow students to study a limited number of topics of their own choice in more depth. A lifespan approach is taken, rather than just focusing on the early years and</p>

	<p>adolescence. The course covers current issues in pre-natal and post-natal development, infancy, early, middle and late childhood, adolescence and young adulthood, middle and later adulthood, old age and death. Cognitive, emotional and social development will be covered, with the emphasis according to staff interest and expertise.</p> <p>Understanding development Topics include: The contribution of epidemiological and longitudinal studies to developmental psychology and developmental psychopathology; Risk and protective factors in childhood teenage years and adulthood; The prediction of life-course patterns; Intergenerational cycles and mechanisms of transmission; Transitions and turning points in adult life; individual differences in experiencing and negotiating transitions in middle life and old age; The rationale for a life-span perspective; timing, content and context of development.</p> <p>Applications of developmental theory</p> <ul style="list-style-type: none"> <li>• These classes will be hosted by subject experts. Examples of subjects to be studied: How child attachment experience relates to adult behaviour. Can children be considered reliable witnesses? At what age can we distinguish right from wrong? Teenagers' understanding of risk behaviour. Development of prosocial behaviour and understanding volunteering behaviours. Adjustment to parenthood and adult life. Growing older, growing wiser.</li> <li>• Classes will also introduce students to using key tools in assessing child and adult development e.g. attachment, drawing ability, writing ability, relationship anxiety, ageing, dementia etc. This will prepare them for working as a developmental / educational / therapeutic psychologist and enhance CV skills and thus employability.</li> </ul>
Contact Hours	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p><b>Scheduled learning</b> for this project will be approximately 36 hours and may take several forms. This will be delivered in various formats such as lectures, seminars and workshops.</p> <p><b>Independent learning</b> – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments. For this module this will also include participation in blogs and discussion boards as well as completion of computer marked assessments.</p>
Teaching and Learning Methods	<p><b>Independent learning:</b> Students will be expected to prepare papers for discussion in groups. Lectures and discussion in groups, together with focused reading will be utilised. The intention is to develop the skills of analysing and synthesising theoretical papers and empirical research. Learning of key measurement and assessment tools will take place via problem solving approaches to case studies, workshops and directed and independent learning.</p> <p><b>Scheduled learning:</b> Limited use of large-group, framework-building lectures, given by staff with expertise in the area, will be supplemented by invited lectures from external subject specialists.</p> <p><b>TEL:</b> Students will be enabled to use Blackboard the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). In addition the module utilises videos, pdfs, and self-directed on-line learning to establish basic knowledge and understanding, followed by group seminars discussing issues arising. Feedback will be provided both to the larger group and/or to blackboard.</p> <p>Across the module, the focus will be on students engaging with course materials, learning actively, and generating their own areas of interest for further work.</p>

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="464 398 1362 788"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="560 1189 1270 1413"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p><b>Core readings</b> - It is essential that students read one of the many texts on this topic available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> - Students are expected to identify other reading relevant to their module assignments for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and skills</b> - The development of literature searching skills is supported</p>																																			

	<p>by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide or through BlackBoard.</p> <p><b>Books offering overview of the topic:</b>  Gillibrand, R.A., Lam, V. &amp; O'Donnell, V.L. (2011) <i>Developmental Psychology</i>. Harlow: Prentice Hall.  Slater, A. &amp; Quinn, P.C. (2012) <i>Developmental Psychology: revisiting the classic studies</i>. London: Sage.</p> <p><b>Preparatory and supplementary readings will be provided for each lecture and will be in the main journal articles.</b></p> <p><b>Most commonly used journals:</b></p> <p>British Journal of Developmental Psychology  Developmental Psychology  European Journal of Developmental Psychology  Journal of Applied Developmental Psychology  Journal of Educational and Developmental Psychology</p>

### Part 3: Assessment

Assessment Strategy	<p>The assessment for this module has been chosen to allow the students to evidence their mastery of the learning outcomes. Summative assessment will be a two-hour seen examination, a critical essay case-study style written assignment under controlled conditions.</p> <p>Students will also be formatively assessed and practised in case study analysis during the module to develop their practical skills in applied developmental psychology.</p> <p>The exam will be structured to ensure that the assessment meets the learning objectives. The students will be required to demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• Discuss the application of developmental psychology theory to the understanding of infants, children, teens and adults behaviour.</li> <li>• Evaluate a variety of approaches to the application of developmental theory;</li> <li>• Critically evaluate the problems of applying developmental theory;</li> <li>• Critically discuss the contributions of developmental psychology and developmental psychopathology to an understanding of developmental processes.</li> </ul> <p>Students will be informed of the assessment criteria in advance via the module handbook and assessment support teaching session.</p>
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Identify final assessment component and element					
<b>% weighting between components A and B (Standard modules only)</b>	<table border="1"> <tr> <td><b>A:</b></td> <td><b>B:</b></td> </tr> <tr> <td><b>100%</b></td> <td></td> </tr> </table>	<b>A:</b>	<b>B:</b>	<b>100%</b>	
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<b>100%</b>					

<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.Controlled conditions seen exam	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.Controlled conditions seen exam	100%	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.