



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advanced Developmental Psychology: Theory and Practice				
Module Code	USPK66-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	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	

CAP Approval Date	28/03/2014
--------------------------	------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Describe and discuss current theoretical and practical approaches in cognitive development across the lifespan. (Component B) Critically evaluate theoretical frameworks for cognitive development across the lifespan. (Component A, B) Describe and discuss current theoretical and practical approaches in social development across the lifespan. (Component B) Critically evaluate theoretical frameworks for social development across the lifespan. (Component A, B)
Syllabus Outline	<ul style="list-style-type: none"> The module takes a lifespan approach to learning about human development. The content of the module is organised primarily by topic where different stages/ages of development are examined in cognitive and social development. The emphasis of the module is on the early and later years of development. Moreover, the module is designed to give students the opportunity to explore a practical application of theory in order to emphasise enterprise/employability. Learning materials are primarily delivered through TEL framework such as Blackboard, eTextbook/s, online videos, PDF readings and online submission

	<p>of coursework.</p> <ul style="list-style-type: none"> • Specifically, the module covers the following topics: <ul style="list-style-type: none"> ○ Foundations of Developmental Science <ul style="list-style-type: none"> ▪ (Examples) Principal Concepts, History, Culture and Measurement ○ Personality and Social Development in Childhood <ul style="list-style-type: none"> ▪ (Examples) The Individual Child, Relationships, School ○ Physical and Cognitive Development <ul style="list-style-type: none"> ▪ (Examples) Language, Perception, Intelligence
Contact Hours	<ul style="list-style-type: none"> • Students will typically expect 3 hours of contact time per week over a 12-week period of study. Contact time will comprise of a mixed model of instruction that will include lectures and/or seminar sessions. • Contact time will primarily be based on in-class sessions, however, some material will be delivered within a virtual learning environment (e.g., asynchronous discussions, virtual classrooms, etc.)
Teaching and Learning Methods	<ul style="list-style-type: none"> • For 15 credits, students will be expected to engage with the module for 150 hours over the course of a UWE semester. Of this total, 36 hours will consist of contact time and the same amount will be for final revision. The remaining 78 hours will be spread across the module and focused on independent study that includes reading and formative/summative assignment preparation. • Students will be expected to attend timetabled sessions designed to guide their understanding of the topic material and independent study. • There will be framework-building lectures given by staff with expertise in the area, supplemented by invited lectures from external subject specialists (where possible). These may be delivered either in-class or via a virtual learning environment. • The module will use 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 on a continuous basis throughout the module at the group level and on individual assignments where appropriate. • Focus to be on students engaging with course materials, learning actively, and generating their own areas of interest for further work. • 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.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync). <p>Scheduled learning includes lectures, seminars, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p>
Key Information Sets Information	<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</p>

interested in applying for.

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any essential reading will be indicated clearly, along with the method for accessing it. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

Indicative Reading List

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. CURRENT advice on readings will be available via other more frequently updated mechanisms.

Bornstein, M.H. & Lamb, M.E. (2011) *Developmental science: an advanced textbook*. [online]. Psychology Press.

Goswami, U.C. (2011) *The Wiley-Blackwell handbook of childhood cognitive development*. [online]. Wiley-Blackwell.

Hopkins, B. (2005) *Cambridge encyclopedia of child development*[online]. Cambridge University Press.

Robinson, M. (2008) *Child development 0-8: a journey through the early years* [online].

	<p>Open University Press.</p> <p>Smith, P.K. & Hart, C.H. (2011) <i>The Wiley-Blackwell handbook of childhood social development</i>[online]. Wiley-Blackwell</p> <p><u>Journals</u> British Journal of Developmental Psychology [electronic journal], [Online] European Journal of Developmental Psychology [electronic journal], [Online] Developmental review [electronic journal], [Online] Applied developmental science [electronic journal], [Online] Developmental science [electronic journal], [Online]</p>
--	--

Part 3: Assessment	
Assessment Strategy	<p>Coursework Portfolio (Component B) Level 3 studies should be seen as problem solving and at the forefront of academic debate; it is therefore the intention of this module to engage students in the many views and options within the field of developmental psychology in an applied framework. This will be done firstly through a Portfolio assessment consisting of a written assignment [a proposal/essay style writing assignment (between 1000-1500 words)] and a short verbal presentation on their work. These two assignments provide students with opportunities to demonstrate their achievement of the learning outcomes as well as opportunities to evidence important communication skills (written and verbal) important for the world of work. Full details for these assessments (including their respective weightings), will be laid out clearly in the module handbook; it should be noted that the details of the assessments may change from year to year within the specified framework.</p> <p>Final Exam (Component A) A timed written exam under controlled conditions during the university exam period. Students under exam conditions will compose two mini-essays in this one hour exam. Answers are expected to draw on current and previous research literature in order to critically evaluate the subject matter presented.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 40	B: 60
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Timed Essay	100	
Component B Description of each element	Element weighting (as % of component)	
1. Coursework Portfolio	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Timed Essay	100	
Component B Description of each element	Element weighting (as % of component)	

1. Coursework Portfolio (written work only, 2000 words)	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.	