

MODULE SPECIFICATION FORM

Module Title: Developmental Psychology	Level: 5	Credit Value: 20
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Module code: PSY501	Cost Centre: GAPS	JACS3 code: C800
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Trimester(s) in which to be offered: 1 or 2	With effect from: Sept 2015
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Office use only: To be completed by AQSU:	Date approved: February 2014
	Date revised: September 2015 (to include Education programme)
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: Dr Sahar Hamid
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	Education (CS&P)	Psychology	Status core/option/elective (identify programme where appropriate):
Module duration (total hours):	200	200	Core
Scheduled learning & teaching hours	48	48	
Independent study hours	127	152	
Placement hours	25	0	

Programme(s) in which to be offered: BSc (Hons) Psychology BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None
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<p>Module Aims:</p> <ul style="list-style-type: none"> To develop a student's critical understanding of the psychological concepts, theories and methods that are relevant to the study of lifelong human development, from a biological, cognitive and sociological perspective.

- To increase the students' understanding and critical thinking around changes associated with this development.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Critically demonstrate an in-depth knowledge of the main theories, models and research areas of human life-span development from biological, cognitive and sociological perspectives (KS1)
2. Critically engage in independent enquiry of specific aspects of human development (KS6, KS7)
3. Apply independent enquiry within the context of existing contemporary research (KS9)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

1. A 2000 word essay e.g. the impact on development of the social context
2. A practical report, for example collecting data on Piaget's cognitive development theory.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Essay	50%		2000
2	3	Report	50%		2000

Learning and Teaching Strategies:

This module will be delivered using a series of 12 lectures (each 2 hrs) and 12 practical classes (each 2 hrs) where formative learning will be directed in a group for at least 9 of these practical classes. The remaining 3 practical classes will include subject delivery in three specialised areas from guest speakers.

For students on BA (Hons) Education (Counselling Skills and Psychology) programme only: During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

Syllabus outline:

- What is Developmental Psychology?
- Theories and debates in developmental psychology e.g. nature-nurture;
- Lifespan development from biological, cognitive and social theoretical perspectives: 0-2 years, 3-6 years, 7-11 years, adolescence, early adulthood, middle adulthood, ageing;
- Learning needs and disabilities;
- Death and dying.

Bibliography:**Essential reading:**

Berger, K. S. (2014). *Invitation to the lifespan* (2nd ed.). Basingstoke, UK: Worth

Other indicative reading:

Berger, K. S. (2010). *Developing person through the lifespan* (10th ed.). Basingstoke, UK: Worth.

Boyd, D., & Bee, H. (2006). *Lifespan development* (4th ed.). Boston, MA: Pearson.

Donaldson, M. C. (1993). *Human minds: An exploration*. London, UK: Penguin.

Journals:

British Journal of Developmental Psychology

Journal of Child Psychology and Psychiatry

Developmental Psychology