## KentVision Code and title of the module

PSYC7000 Child Development

## 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

15 credits (7.5 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

Not available as an elective module. Not available to short term-credit students.

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

#### Compulsory to the following courses:

* MSc Psychology

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

1. Advance knowledge and understanding of key aspects of child development, including acquisition of coherent and detailed knowledge informed by research in developmental psychology (e.g., theory of mind and language acquisition).
2. Deploy established techniques of analysis and enquiry within developmental psychology (e.g., developing a critical understanding of experimental evidence in relevant areas).
3. Further a conceptual understanding to devise and sustain arguments central to an understanding of contemporary research in child development and be able to describe and comment upon particular aspects of current and historical research in the field of developmental psychology.
4. Appreciate the uncertainty, ambiguity, and limits of knowledge within developmental psychology.
5. Critically evaluate arguments, assumptions, abstract concepts, and data to make appropriate evaluations of problems in developmental psychology.

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

* 1. Demonstrate self-direction and capacity to make use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials appropriate to the discipline).
  2. Acquire qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature (e.g., in educational or clinical psychology).
  3. Clearly communicate information, ideas, problems, and solutions to specialist and non-specialist audiences.
  4. Demonstrate an ability to apply the methods and techniques to review, consolidate, extend, and apply knowledge and understanding.

## A synopsis of the curriculum

The focus of this module is on understanding how children develop. A comprehensive understanding of the processes of developmental change is a central part of any psychology degree, and by the end of this module students without an undergraduate degree in psychology should be in a better position to understand the significance of child development for human psychology. Using advanced assessments, the module will examine issues germane to early infancy, through childhood and the associated social, cognitive, and emotional changes the child experiences during that period. The conversion course will include many aspects of human behaviour, this module will examine the beginnings of these behaviours and how they develop over time.

## 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

Contact Hours : 22 hours

Private Study Hours: 128 hours

Total Study Hours: 150 hours

## Assessment methods

13.1 Main assessment methods

Extended Essay 3,000 words

13.2 Reassessment method

Like-for-Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **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** | **9.1** | **9.2** | **9.3** | **9.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **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

The module encourages comparative discussions of best and established practices internationally. Furthermore, it continues to advance conversations about the specificity of and variations in psychological research. Students are encouraged to access information from a range of international sources and have opportunities to engage with mixed nationality groups through peer interaction and engagement with academic colleagues.

**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)** |
| --- | --- | --- | --- | --- |
| 14.11.22 | New | Sept 23 |  |  |
| 13.10.23 | Minor |  | 13.1 word count |  |