Module Specification

Module Title	Developmental Psychology	Module Code	PSY223

Credit Value	15	Level	5	Mode of Delivery	On Campus		Semester B

Pre-requisite modules	Co-requisite modules	Overlapping modules
SBC104, SBC142, SBC141		

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module surveys developmental psychology, covering human development across the whole life span but with a more detailed focus on development in the early years (infancy/childhood). The aim of the module is to introduce the key questions, theories, concepts, methodology, studies and research findings within developmental psychology, regarding different domains of psychological functioning including social, emotional, cognitive, and behavioural development. The module will also cover the prenatal period, physical, motor, and sensory development, learning theory, moral development, and development of the self (identity).

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposed for offering this module.

To provide an in-depth introduction to central concepts, theories, terminology, methodology and research questions in Developmental Psychology.
To develop students' understanding and competence to critically evaluate central topics, methodologies, and empirical findings in Developmental Psychology.
To develop students' ability to integrate the different components of Developmental Psychology.
To build and develop upon related topics covered in level 1 psychology modules.
To cover British Psychological Society (BPS) QA areas for "Developmental Psychology".

3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:	
A 1	To describe and critically evaluate central concepts and theories in Developmental Psychology based on empirical evidence.
A 2	To describe and critically evaluate the research methodology in Developmental Psychology.
A 3	To integrate the different concepts and theories in Developmental Psychology into a bigger picture (Life Span Perspective).

Disciplinary skills - able to:

B1	To describe and critically evaluate the central concepts and theories in the following areas of Developmental Psychology: early physical, motor and sensory development, social development, emotional development, parenting, cognitive development, learning theory, effects of early experiences, behavioural development, development of identity, moral development, development in adolescence and adulthood.
B2	To improve the ability to extract and critically evaluate information from scientific literature.
B3	To improve quantitative research skills including data analysis and interpretation

Attributes:	
C1	To engage critically with psychological knowledge and apply it to new and unfamiliar settings or knowledge areas.
C2	To be able to evaluate research practices in psychology.
C3	To be able to critically evaluate the reliability of different sources of information.

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Berger, K.S. (2017).The Developing Person Through the Life Span (9th Edition). New York: Worth publishers.

Lightfoot , C., Cole, M., & Cole, S.R. (2012). The Development of Children (7th Edition). New York: Worth publishers.

Siegler, R., DeLoache, J., & Eisenberg, N. (2014). How Children Develop (4th Edition). New York: Worth publishers.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lectures	Scheduled	22
Practical Classes and Workshops	Scheduled	6
	Total	28

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	28	18.7
Placement	0	0
Independent Study	122	81.3
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Final Exam	Written Exam	Written	2 hours	75%	Yes	
Coursework Practical 1	Report	Coursework	1500 words	15%	Yes	
Coursework 2	Online quiz	Mini tests	3 Hours	5% (1.25% per test)	Yes	
Coursework 3	Clicker Questions during lecture	Mini tests (engagement)	3 hours	5% (.50% per lecture)	Yes	

Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.
Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

◯ Standard Reassessment   ⦿ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam	Exam	2 Hours