

# Developmental Psychology

<b>Final award</b>	BSc (Hons)
<b>Intermediate awards available</b>	Cert. HE, DipHE, BSc
<b>UCAS code</b>	C823
<b>Details of professional body accreditation</b>	Graduate Basis for Chartered Membership of the British Psychological Society
<b>Relevant QAA Benchmark statements</b>	Psychology
<b>Date specification last up-dated</b>	March 2011

## Profile

### The summary - UCAS programme profile

#### BANNER BOX:

- Accredited by the British Psychological Society as conferring the Graduate Basis for Chartered Membership (formerly known as Graduate Basis for Registration), provided the minimum standard of a Lower Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.
- Available for full and part-time study
- Two entry points, September and February starts.
- One of only a small number of programmes in the UK that enable you to specialise in Developmental Psychology at undergraduate level.
- The School of Psychology also offers a full range of postgraduate professional training programmes.

#### ENTRY REQUIREMENTS

For admission to the BSc Developmental Psychology programme

- Candidates normally need 240 UCAS tariff points, with at least 140 points obtained from A2 qualifications or new GNVQ equivalent
- We also accept people with Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate
- We also accept those with relevant professional and vocational qualifications
- Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes
- In the case of applicants whose first language is not English, then IELTS 6.0 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.
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For further information or clarification, please contact the Psychology Field Administration Team at [psychology@uel.ac.uk](mailto:psychology@uel.ac.uk) or telephone 020 8223 4609.

## **ABOUT THE PROGRAMME**

### **What is Developmental Psychology?**

Developmental Psychology is the empirical study of the development of behaviour and thinking through the lifespan. Developmental psychologists study how social, emotional and cognitive processes change and develop in infants, children and adults. On the basis of research evidence, they propose explanations for developmental outcomes. In addition to studying developmental psychology, students on the BSc Developmental Psychology will learn about all the major areas of adult psychology, including the biological basis of behaviour, individual differences, and the influence of the social context on behaviour. They will specialise in developmental psychology as they progress through the programme. Students will be introduced to the methods used to study behaviour and changes in behaviour as well as to the ethical considerations of such work. This forms an important part of the training of psychologists. Findings from research in developmental psychology are used to advance our understanding of and knowledge of how to support children in a variety of applied settings including education, health, the legal system, and therapy and counselling work with children.

### **Psychology at UEL**

- We have successfully run undergraduate and postgraduate programmes in Psychology for over thirty years.
- The BSc (Hons) Developmental Psychology degree is accredited by the British Psychological Society as conferring the Graduate Basis for Chartered Membership (formerly known as Graduate Basis for Registration) (for those achieving a Lower Second Class Honours degree or above). This is an essential pre-requisite for continuing onto professional training programme. It is worth noting that many of these now require 'good' degrees (First Class or Upper second Class Honours degrees).
- As well as our BSc programmes the School of Psychology offers postgraduate programmes in all the main areas of Professional Applied Psychology: Educational Psychology, Clinical Psychology, Counselling Psychology and Occupational Psychology, as well as having numerous postgraduate research students.
- The BSc Developmental Psychology has a significant option element, including modules relevant to later professional training.
- The programmes are available full-time and part-time allowing students flexibility in terms of attendance patterns.
- Over 80% of our BSc graduates have found jobs or postgraduate training places within 6 months.
- Several UEL psychology graduates have become professors of psychology and a great many have achieved senior positions in educational, clinical and occupational psychology and, more generally, in education, social welfare, industry and commerce.
- Students come from a wide range of ethnic & cultural backgrounds with a significant proportion of international students. Around 50% are mature students.
- We have an Institute for Research in Child Development located within the School which enables us to maintain a close link between teaching and research in developmental psychology

### **Programme structure**

The BSc (Hons) Developmental Psychology is a three-year full-time programme or a four and a half year part-time programme (though this can sometimes be reduced to four years, depending on previous qualifications and experience).

To be awarded an honours degree in Developmental Psychology, a student would have completed (or been given prior accreditation in up to two-thirds of) a total of 18 modules, with a value of 360 credits. This would comprise 120 credits at Level 1, 120 at level 2 and 120 at Level 3. The Level 3 research project module must be passed in order to achieve an Honours degree.

There are two semesters in each year of study, and in each semester a full-time student would usually study and be assessed in three modules. Each module carries a 20-credit value. Level 3 includes a double, 40-credit research project module, which runs for the entire year. A student studying part-time would progress at a slower pace. Up to two modules per semester may be followed and assessed in the part-time mode.

Opportunities to develop skills related to academic learning, research and employability are incorporated into core modules at each level of the programme.

### **Learning environment**

Teaching methods vary from module to module but include lectures, seminars, tutorials, practical classes, demonstrations, workshops and individual supervision. Student learning is supported by lecture notes, module handbooks and suggested reading. Direct class contact is supplemented by on-line interactive programme materials, individual reading, completion of set exercises and preparation for assignments.

Learning resources include IT and general psychology laboratories, a qualitative laboratory and specialised equipment, access to electronic databases and specialist library facilities.

### **Assessment**

Assessment is by a combination of coursework and examination. Coursework includes essays, research reports, group and seminar presentations and a final year research project. The majority of assessment at Level 1 is by coursework, to provide maximum formative feedback to students. At Levels 2 and 3, the balance of coursework and examination will depend on option choice, but one-third of Level 3 is given to the empirical research coursework project.

### **Work experience/placement opportunities**

At level 2 a work based learning module is available as an option. Further information on opportunities for work placements is available from the University Employability Unit. Students are also encouraged to undertake relevant voluntary work, and opportunities for this are displayed at the Psychology Help Desk. There will be opportunities to apply for research work experience with the Institute for Research in Child Development.

### **Project work**

The final year project is a compulsory module for the Honours degree. Students conduct a literature review of an area of their choice within developmental psychology, and design, carry out, analyse and interpret an original empirical investigation in this same area. The student is supported on a one-to-one basis by regular meetings with an academic supervisor with research and/or theoretical expertise in the area. Postgraduate professional training staff are also available to act as supervisors to undergraduate students if appropriate.

### **Added value**

The range of expertise available in the School enables students to choose from a variety of option modules that will help prepare them for a range of careers. Having the Institute for Research in Child Development within our School also provides opportunities for students to be involved in research. For those achieving a lower second class honours degree or above, the degree confers eligibility for further graduate professional training (Graduate Basis for Chartered Membership (formerly known as Graduate Basis for Registration) with the British Psychological Society), which is the first step towards being a Chartered Psychologist.

### **IS THIS THE PROGRAMME FOR ME?**

#### **If you are interested in...**

- The development of thinking and behaviour through infancy, childhood and adolescence and in adulthood and old-age
- Gaining in-depth understanding of the factors that influence developmental outcomes
- Developing knowledge of all the core areas of psychology
- Achieving a degree that provides a foundation for working with infants, children and adults in a range of settings
- Gaining good flexible employment related skills
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- Gaining good flexible employment related skills

#### **If you enjoy...**

- Investigating the reasons behind the behaviour of babies, children, adolescents and adults
- Designing and carrying out studies that explore the factors influencing behaviour
- Learning how psychologists can use their knowledge to help people

#### **If you want...**

- A professionally accredited degree in Psychology
- The opportunity to enter postgraduate training for a career
- Knowledge and skills that can be used in a large range of career settings
- To study in a friendly and informal School

## **Your future career**

A good degree in psychology is the first step towards becoming a professional psychologist, whether that is in the field of educational, clinical, counselling, occupational, forensic or health psychology. Those wishing to specialise in these areas undertake further postgraduate training at Masters or Doctorate level.

As well as providing a route into professional psychology, a degree in this field is also relevant to a wide range of other areas of work. Graduates of the Developmental Psychology programme would be well-suited to posts in areas such as education, social welfare, speech and language therapy, counselling, coaching and mentoring. Alternatively, since all graduates will have a BPS-recognised degree, they may pursue a career in other areas where knowledge of psychology is a positive asset, for example sport & leisure, human resource management, consumer research and advertising, media and community work.

In addition to covering the key areas of psychology, a degree in developmental psychology, as with any degree in psychology, provides training in data collection and analysis, communication skills and report writing, IT skills and interpersonal awareness. It therefore provides an excellent basis for employment in areas not directly related to psychology.

## **How we support you**

Students joining the programme are offered an induction programme in the week before classes begin. Returning students also receive induction to the next level or year of their programme.

All students are allocated a personal and academic tutor. Additional help is available from year group tutors, the programme leader and leaders of individual modules. The School of Psychology has a well-established mentoring scheme in which volunteers from the second and third years of the programme act as mentors to the first year students.

First year students are supported by a programme designed to help them develop study skills, covering IT skills, library use, report and essay writing, the ethics of study and research, and working in groups. Research Methodology teaching is supplemented by on-line interactive programme materials & discussion groups.

Final year project supervisors also provide personal support and help with career choice, job applications and preparation of CVs.

Students can take advantage of the flexibility of our provision (full-time/part-time), to adjust their mode of study to suit changes in their financial, occupational or family responsibilities.

Specialist support (for example, financial advice, careers advice, counselling and learning support) is also available from central University services. The University has a student special needs advisor.

## **Bonus factors**

Students have the chance to participate in and help with real-life research. For student projects there is an on-line journal within the School and in previous years, the best student

projects have been accepted for publication in professional journals. The BSc Developmental Psychology programme is enriched by its close links with the Institute for Research in Child Development.

The Psychology Help Desk offers a valuable one-stop source of information and advice, as well as a centre for handing in and retrieving course work, booking equipment and rooms, and assistance with IT problems.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Gain specialised knowledge and skills to qualify you for the Graduate Basis for Registration of the British Psychological Society.
- Shape your study towards your career aspirations and interests by providing core modules in Developmental Psychology plus a variety of optional modules.
- Develop the skills that will enable you to progress to postgraduate study/ post-graduate training and/ or to pursue and achieve success in a wide range of careers.
- Gain experience of postgraduate practice in Developmental Psychology by links with the professional programmes in the School and with the Institute for Research in Child Development
- Match your mode of study to your needs and responsibilities through our flexible programme provision.

#### **What will you learn?**

##### **Knowledge**

- Knowledge of all the core areas of Psychology (including Biological foundations; Cognitive Psychology; Social Psychology; Developmental Psychology; Individual Differences, Emotion & Motivation; Conceptual and Historical Issues in Psychology; Research Methods)
- Good understanding of the key areas in developmental psychology
- Understanding of further areas of psychology through option choice
- In-depth knowledge of a specialised topic within developmental psychology through working on a research project
- Knowledge of a range of research designs and methodological approaches that can be used in research with different age groups and on typical and atypical development
- Knowledge of ethical issues in relation to such research.
- Knowledge of the application of theory and findings to real life contexts

##### **Thinking skills**

- Analysis & interpretation of evidence
- Scientific reasoning

- Critical thinking
- Appreciation of multiple perspectives & approaches

### **Subject-Based Practical skills**

- Ability to conduct literature searches
- Ability to design & conduct both quantitative and qualitative research
- Ability to analyse & interpret data.
- Ability to evaluate & write up research in suitable format
- Awareness of ethical issues & principles in research on human behaviour
- Awareness of the practicalities associated with conducting research

### **Skills for life and work (general skills)**

- Clarity in both oral & written communication
- Computer literacy (word-processing, electronic communication, electronic databases, statistical software, internet searching)
- Interpersonal & group skills
- Numerical & statistical competence
- Self-knowledge & reflexivity in one's own social practices
- Planning & time-management

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

#### **Credit rating**

The overall credit-rating of this programme is 360 credits.

## Typical duration

The typical duration of this programme is three years full-time or four and a half years part-time. It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments.

Many of our students make use of this flexibility, which may have an impact on the overall duration of the student's study period.

## How the teaching year is divided

The teaching year begins in September and ends in June but some programmes also allow students to join at the start of Semester B, in February.

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

## What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules (or fewer, if any are 40 credit modules) per year. An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- University Wide Option - Select from a wide range of university wide options

The following are the core and optional requirement for the single, major, joint and minor routes for this programme

<b>LEVEL</b>	<b>UEL Module Code</b>	<b>TITLE</b>	<b>SKILLS MODULES (Insert Y where appropriate)</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>
1	PY1101	Research Methods 1	N	20	CORE
1	PY1102	Research methods 2	N	20	CORE
1	PY1103	Individuals, development and social behaviour & skills	Y - Skills for academic learning	20	CORE
1	PY1104	Biological and cognitive bases of behaviour	N	20	CORE
1	PY1105	Thinking like a psychologist	N	20	CORE

1	PY1106	Topics in psychology	N	20	CORE
2	PY2101	Research methods 3	Y	20	CORE
			Research skills		
2	PY2103	Cognitive psychology/ Psychobiology	N	20	CORE
2	PY2104	Individual differences and developmental psychology	N	20	CORE
2	PY2105	Conceptual and Historical Issues in Psychology (CHIPs) and Social Psychology	N	20	CORE
2	PY2106	Psychology of mental health	N	20	OPTION
2	PY2107	Brain damage, behaviour and the mind	N	20	OPTION
2	PY2108	Counselling	N	20	OPTION
2	PY2111	Drugs & Behaviour	N	20	OPTION
2	PY2120	Animal Behaviour Field Trip	N	20	OPTION
2	PY2122	Psychology of Personal development	N	20	OPTION
2	PY2123	Psychological Perspectives on Work Experience	N	20	OPTION
2	PY2124	Introduction to Critical Psychology	N	20	OPTION
2	PY2125	Critical Community Psychology	N	20	OPTION
2	PY2126	The Psychology of Physical Illness	N	20	OPTION
2	PY2127	Child Psychology in Action	N	20	CORE
2	PY2128	Psychology in the Justice system	N	20	OPTION
3	PY3103	Occupational psychology	N	20	OPTION
3	PY3104	Critical Social Psychology	N	20	OPTION
3	PY3106	Health psychology	N	20	OPTION
3	PY3109	Method & design issues in psychology	N	20	OPTION
3	PY3114	Evolutionary psychology	N	20	OPTION
3	PY3115	Forensic Psychology	N	20	OPTION
3	PY3116	Advanced developmental Psychology	N	20	OPTION
3	PY3117	Psychology & difference	N	20	OPTION
3	PY3121	Psychology & relationships	N	20	OPTION
3	PY3124	Positive psychology	N	20	OPTION
3	PY3125	Addictive Behaviours	N	20	OPTION
3	PY3131	Advanced Qualitative Research	N	20	OPTION

3	PY3132	Development through the Lifespan	N	20	CORE
3	PY3134	Psychological Perspectives on power Politics and political violence	N	20	OPTION
3	PY3135	Psychology of Choice	N	20	OPTION
3	PY3136	Science, Pseudoscience and Paranormal Belief	N	20	OPTION
3	PY3137	Development and difficulties in the early years	N	20	CORE
3	PY3138	Psychology of Criminal conduct 1	N	20	OPTION
3	PY3139	Psychology of Criminal conduct 2	N	20	OPTION
3	PY3141	Professional Psychological Studies (Developmental)	Y	40	CORE
			Employability skills		

### Requirements for gaining an award

In order to gain an **honours** degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an **ordinary degree** you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher.

### Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3  $\times 2/3$  + The arithmetic mean of the next best 100 credits at levels 2 and/or 3  $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

##### **Knowledge is developed through**

- Lectures
- Seminars
- Tutorials
- Guided reading

##### **Thinking skills are developed through**

- Lectures
- Seminars
- Tutorials
- Practical classes
- Individual supervision

##### **Practical skills are developed through**

- Practical classes
- IT workshops & exercises
- Project supervision

##### **Skills for life and work (general skills) are developed through**

- Skills tutorials
- IT workshops & exercises
- Course work assignments & feedback
- Project work
- Group work

#### **Assessment**

### **Knowledge is assessed by**

- Coursework
- Examinations

### **Thinking skills are assessed by**

- Coursework
- Examinations
- Project work

### **Practical skills are assessed by**

- Practical reports
- IT exercises
- Statistical examinations
- Project work

### **Skills for life and work (general skills) are assessed by**

- Project work
- Tutorial assignments
- IT exercises

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);

- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- End of module student feedback
- Student representation on the Programme Committee (meeting three times a year)
- Student representation on School Board (meeting 3 times a year)
- Annual Questionnaire to graduates

Students are notified of the action taken through:

- Minutes of Programme Committee
- Feedback from student representatives
- Minutes of School Board
- Notices on the Help Desk notice boards
- Notices on the Psychology UELPlus pages

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Feedback from External Examiners
- Links with professional training programmes
- Links with British Psychological Society

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
-	-	-	-	-

### **Where you can find further information**

Further information about this programme is available from:

- [The UEL web site](#)
- Module study guides
- [UEL General Regulations](#)
- [Academic Framework](#)
- [Student Charter](#)
- [Guide to Single Honours and Combined Programmes](#)
- [School web-pages](#)
- [British Psychological Society web-pages](#)