

## Module specification

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Module Code	EDY412
Module Title	Introduction to Child and Adolescent Psychology
Level	4
Credit value	20
Faculty	Faculty of Social and Life Science
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Childhood and Adolescent Studies	Core

### Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>36 hrs</b>
Placement hours	0 hrs
Guided independent study hours	164 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

- Build a foundational understanding of major frameworks, including cognitive and psychoanalytic approaches
- Analyse Life Transitions: Examine how these frameworks explain shifts in thinking, feeling, and social interaction from childhood through to adolescence.
- Evaluate Research Methodologies: Gain proficiency in contemporary developmental research designs
- Apply Ethical Standards: Understand and apply the ethical principles governing research with children and young people, focusing on informed consent and the minimisation of harm.
- Bridge Theory and Practice: Connect academic research to real-world applications by:
  - Using key research findings to analyse and interpret behaviours observed in real-world settings.

- Applying case study insights to ethically-informed professional practice.

### Module Learning Outcomes

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

1	Examine different psychological approaches to child and adolescent development
2	Compare core developmental theories regarding child and adolescent psychology
3	Apply different psychological approaches to child development throughout childhood and adolescence
4	Evaluate research methodologies used within the field of developmental psychology

### Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

#### Written Assignment (word count 1,500)

Outline and compare theories of child psychology

#### Case Study (word count 1,500)

Apply knowledge of research methods and ethical principles to a case study. Discuss the strengths and limitations of various research methodologies and ethical requirements.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Essay	1,200	40%	
2	3,4	Case Study	1,800	60%	

### Derogations

N/A

### Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include



opportunities for both synchronous and asynchronous learning. This module is designed for both blended (classroom/online) and online only delivery. Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

### **Welsh Elements**

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

### **Indicative Syllabus Outline**

This module will explore:

- Definitions and key domains of developmental psychology
- Cognitive developmental theory
- Socio-cultural theory
- Psychoanalytical and psychosexual
- Theories of social and emotional development
- Foundations of developmental research methods
- Ethics in research with children
- Application of theory and methods

### **Indicative Bibliography**

Please note the essential reads and other indicative reading are subject to annual review and update.

#### **Essential Reads:**

Mitchell, P. and Ziegler, F. (2012), *Fundamentals of Developmental Psychology*. 2nd ed. [London]: Psychology Press.

Keenan, T., Evans, S. and Crowley, K. (2016), *An Introduction to Child Development*. 3rd ed. London: Sage.

#### **Other indicative reading:**

Miller, P.H. (2016), *Theories of Developmental Psychology*. 6th ed. New York: Worth Publishers.



### Administrative Information

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
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