

Module specification

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Module Code	PSY428
Module Title	Social Development
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core
BSc (Hons) Criminal Psychology	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
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will introduce students to psychological concepts, theories and methods relevant to social development. The module will underpin the notion of psychology as an integrated subject including perspectives from both social and developmental disciplines.

Module Learning Outcomes

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

1	Demonstrate knowledge and understanding of theory and research within developmental psychology
2	Recognise the influence of external factors in developmental theory.
3	Demonstrate knowledge and understanding of theory and research within social psychology
4	Apply key social theories to real world scenarios.

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.

Assessment 1:

1,500-word essay focused on an area of developmental psychology.

Assessment 2:

An in-class test (e.g., MCQ)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Written Assignment	1,500	50	N/A
2	3, 4	In-class test		50	N/A

Derogations

None.

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. Synchronous seminar sessions will involve individual and group activities such as:



- Discussing the application of an underlying theory/process, observed in a video clip.
- Reflecting on specific social and/or developmental processes and evaluating the underlying theories.
- Debating the advantages and/or disadvantages of social developmental processes.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- Social influence
- Social norms
- Altruism and prosocial behaviour
- Social perception
- Attribution
- Impression formation
- Attachment in babies and children (incl. deprivation / privation)
- Attachment and close relationships
- Moral development and prosocial tendencies
- Theory of Mind
- Cultural influences
- Considerations of ethics and diversity in practice

Indicative Bibliography

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

Essential Reads:

Slater, A. & Bremner, G. (Eds). (2017). *An introduction to developmental psychology (3rd ed.)*. BPS Blackwell.

Hewstone, M., Strobe, W. & Jonas, K. (2020). *An introduction to social psychology (7th ed.)*. John Wiley & Sons Limited.

Other indicative reading:

Gross, R. (Ed.). (2020). *Psychology: The science of mind and behaviour (8th ed.)*. Hodder Education.

Some resources through the medium of Welsh can be found at www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal.

Journals

British Journal of Social Psychology

European Journal of Social Psychology

Journal of Applied Social Psychology

Journal of Personality and Social Psychology

British Journal of Developmental Psychology

Developmental Psychology

Social Development

Administrative Information

For office use only	
Initial approval date	15th May 2024
With effect from date	September 2024
Date and details of revision	July 2025 – updated Indicative Syllabus 03/03/26 - Revalidated
Version number	3