

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	PSYON714
Module Title	Child and Adolescent Development
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Educational Psychology	Core

Breakdown of module hours

Learning and teaching hours	15 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	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

This module introduces child and adolescent development and the wide-ranging biological, psychological, and social factors which influence and impact on development. Students will gain knowledge and understanding about the impact of development on children's performance and behaviour in school. Individual differences will be discussed and methods for gaining knowledge about each pupil's individual circumstances will be introduced. Theory, empirical evidence, and real life examples will illustrate how educational psychologists can make a positive impact on pupil's experiences within the school environment. Students will learn how brain development, attention, memory, language, personality, identity, moral and

social development are subject to individual differences, and will be encouraged to apply theories of development to case studies and vignettes.

Module Learning Outcomes

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

1	Demonstrate thorough knowledge and clear understanding of typical and atypical development and its' relevance and application in educational settings.
2	Develop an in-depth understanding of developmental theories and their application in educational settings.
3	Compare and contrast methods for gaining knowledge about children's development.
4	Discuss biological, cognitive, psychological, and social development and the interplay between these domains.

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: A 2000 word essay: focusing on both typical and atypical development, critically discuss the relevance of developmental theories within education.

Assessment 2: Presentation: Compare and contrast methods for gaining knowledge about children's development (15 mins)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,4	Written Assignment	60%
2	3	Presentation	40%

Derogations

The minimum mark you need achieve for each module will be one of the following:

- 50%.
- A pass grade (normally only in place where an assessment is competency-based)

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Welsh Elements

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

Indicative Syllabus Outline

- Typical and atypical development: an overview
- Theoretical perspectives
- Methods for gaining knowledge about children
- Genes, evolution, heredity and environment
- Biological development
- Cognitive development
- Psychological development
- Social development

Indicative Bibliography

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

Essential Reads:

McCormick C., Scherer, DG, & Pressley, M. (2018). *Child and Adolescent Development for Educators (2nd ed.)*. Oxford: Blackwell's

Other indicative reading:

Von Tetzchner, S. (2019). *Child and Adolescent Psychology. Typical and atypical development*. Abingdon, UK: Routledge.

Lansford, J.E., French, D.C., & Gauvain, M. (2021). *Child and Adolescent Development in Cultural Context*. Washington DC: APA Books

Administrative Information

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