Module Descriptor

Title	Developmental Psychology		
Session	2025/26	**Status**	Validated
Code	PSYC11010	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A Robertson		

Summary of Module

This module will develop students' understanding of development psychology from a lifespan perspective and is suitable for anyone who requires knowledge in line with the subject benchmark.

The development of individuals across the lifespan from conception through infancy, early and late childhood to adolescence will be examined followed by an introduction to early, middle and late adulthood and concludes by considering psychological perspectives relating to death and dying . Appropriate research methods will be addressed throughout the module (e.g. longitudinal and cross sectional designs) alongside relevant theoretical perspectives, including for example, Learning theory, cognitive theory , social interaction theory and ecological systems theory. Students will be encouraged to critically analyse these while considering relevant aspects of biological, motor, cognitive, emotional, linguistic and social development within the different stages of the lifespan. Students will also be encouraged to find links between different aspects of development (e.g. cognitive and social) to develop an understanding of the complexity of the developmental process. In addition, the impact of culture on development is considered via weekly topics and discussions. Students will also be introduced to applied developmental research and specifically, key ethical considerations, relevant for developmental research.

A focus will be on healthy development and promoting wellbeing for all, at all stages in line with current UWS sustainable development goals.

The graduate attributes aligned with this module include:

- Critical thinker
- Culturally aware
- Collaborative
- Knowledgeable
- Effective communicator
- Autonomous
- Creative
- Driven

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an advanced understanding of historical and contemporary psychological theories, concepts and methods within a developmental context.
L2	Demonstrate the ability to critically appraise and synthesise findings from developmental research studies
L3	Analyse and systematically apply and integrate multiple perspectives to developmental issues
L4	Demonstrate understanding of applied developmental issues in a presentation
L5	Demonstrate competence in the development and application of relevant research skills (including ethical considerations) to developmental issues in a written report

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** The students should be able to demonstrate an extensive and critical understanding of developmental psychology and be able to relate their knowledge and understanding to a wider development context.
Practice: Applied Knowledge and Understanding	**SCQF 11** The students should be able to demonstrate their ability to critically apply theoretical knowledge of the module to developmental problems. They should be able to make the link between the conceptual

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	knowledge gained throughout the module and real life issues across a range of subjects.
Generic Cognitive skills	**SCQF 11** Students should be able to demonstrate good problem solving skills, critical appraisal and self-evaluation skills. They will also be able to demonstrate analytical skills, and the ability to synthesise information. They should be able to apply theoretical knowledge to everyday problems. Students will be able to critically self-reflect on these skills
Communication, ICT and Numeracy Skills	**SCQF 11** Students will be required to understand research findings (including numerical findings) and integrate those into a report. They will also have gained crucial communication skills during the assessments and seminars, and they will be able to disseminate their findings in oral and written form
Autonomy, Accountability and Working with Others	**SCQF 11** Students should be able to demonstrate that they have gained group work skills during the workshops. Student will be able to demonstrate greater autonomy and self-motivation via self-directed study sessions and the submission of individual assessments within appropriate time frames.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module will include up to 12 hours of on-campus core content delivery and up to 24 hours of on-campus workshops, supported by readings, resources, and other asynchronous activites for students to complete before and after the workshops to enhance their learning. The workshops will include a range of student-centred learning activities that provide opportunities for active, problem-based, and practical learning. Where relevant /appropriate some sessions may be student led.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Independent Study	164
n/a	
n/a	

n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Laura, E. B. (2017). Development through the lifespan. Pearson Education. please note this book is available as an e book via the library. Martin, J.P. (2021) Child development: understanding a cultural perspective. (2nd Edition). SAGE Publications Ltd. relevant journal include: Child Development; Developmental Psychology; British Journal of Developmental Psychology; Journal of Cross-Cultural Psychology; Journal of Adolescence
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. You are academically engaged if you are regularly engaged with scheduled live sessions on campus, including engaging with online learning activites in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessments associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things area going and offer support if we observe that you have not been attending sessions or engaging with relevant asynchronous activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Psychology Social Work**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG/PG psychology
Moderator	A Simpson
External Examiner	D Barrett
Accreditation Details	British Psychological Council
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report
Assessment 2
Individual presentation
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Report	☒	☒	☒	☐	☒	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Oral Presentation	☒	☒	☒	☒	☐	40	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Descriptor transferred to the new template	20/12/24	A Robertson
Status, module moderator, and external examiner updated	02/06/25	G Maciejewski