

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Developmental Psychology			
Code: PSYC11010	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Robertson		
Summary of Module			
<p>This core Masters module aims to develop students' understanding of development from a lifespan perspective. The development of the individual from conception through infancy, early and late childhood to adolescence is examined alongside an introduction to adulthood and old age. Research methods and key principles of development, such as nature/nurture and development as stage-like or continuous are addressed throughout. Different theoretical perspectives on development including Learning theory, Piaget's theory, Vygotsky's theory and Bronfenbrenner's ecological systems theory are also discussed, and students are required to critically analyse these. Perceptual, motor, cognitive, emotional, linguistic and social development are covered with a focus on aspects of development which are most relevant to particular stages. Furthermore, the impact of culture on development is considered. The module will also provide an introduction to applied developmental studies and the ethical considerations in developmental research.</p> <p>While this course aims to develop academic understanding of developmental psychology, students are also made aware of the specific transferrable skills that they have the opportunity to develop in the module.</p> <p>These include summarising & interpreting research material, observational coding skills), report writing, communication.</p> <p>Purpose and scope</p> <ul style="list-style-type: none"> • Historical and contemporary developmental theories • Developmental research methods and language development • Neonatal, perceptual, social and cognitive development • The influence of peers, play and parenting styles • Adolescence, adulthood and old age 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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)	<p>SCQF Level 11</p> <p>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.</p>

Practice: Applied Knowledge and Understanding	SCQF Level 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 knowledge gained throughout the module and real life issues across a range of subjects.	
Generic Cognitive skills	SCQF Level 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 Level 11 Students should be able to demonstrate numerical skills based on the required coursework. They will be required to understand research 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 Level 11 Students should be able to demonstrate that they have gained group work skills during the seminar and workshops. Student will be able to demonstrate greater autonomy and self-motivation due to the required self-directed study sessions within appropriate time frames. Students will be able to demonstrate that they can independently develop observational research tools and design relevant intervention strategies for developmental disorders. Students will be able to demonstrate knowledge of ethical considerations in developmental research.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	N/A
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
This module will be delivered via a combination of lecture material, seminars and project-based workshops and formative assessments on Aula. Lectures will introduce historical and contemporary theoretical perspectives and empirical research in development, while seminars will follow up relevant aspects of these issues examining practical applications or examples of this research. The formative assessments will test students' knowledge of lecture and seminar material, and will provide relevant feedback prior to formal assessment. For instance, students

<p>are required to read articles related to ethical procedures in psychological research and have to complete a quiz on Aula related to this material.</p> <p>Project-based activities in workshops provide support for students in carrying out the assessments. For instance, students will receive a workshop for effective presentation skills and students will be given weekly tasks for the development of their independent learning skills and as a support for the assessments in the module. Extra support sessions will be arranged based on the needs of the individual members of the level 11 cohort. As a core module within the programme teaching and learning is also aligned with personal development planning. Students are able to develop transferrable skills and knowledge in line with wider UWS graduate attributes and are given the opportunity to reflect on the development of these skills within the final weeks of the module.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
	Hours Total 200
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016)*. Developmental Psychology (2nd edition). Prentice Hall.</p> <p>An e book version of this text is available at:</p> <p>https://uws-primo.hosted.exlibrisgroup.com/permalink/f/va1p8n/44PAI_ALMA514794300003931</p> <p>Lightfoot, C., Cole, M., & Cole, S.R. (2018)*. The Development of Children (8th edition). Worth Publishers.</p> <p>Slater, A., Bremner, G.J.,(eds) (2017). An introduction to Developmental Psychology (3rd Edition). Blackwell.</p> <p>relevant journals Child Development; Developmental Psychology; British Journal of Developmental Psychology; Journal of Cross-Cultural Psychology; Journal of Adolescence</p>	
<p>(**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)</p>	

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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. UsingAula , learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies

[UWS Equality and Diversity Policy](#)

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

School Assessment Board	Ug/Pg Psychology
Moderator	N McGuigan
External Examiner	J Bohan
Accreditation Details	BPS
Changes/Version Number	1. 10 Indicative resources Student learning hours Wording in summary Delivery method Wording in PDP skills

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 abbreviated report 60%

Assessment 2 Individual presentation worth 40%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
report	x	x	x		x	60	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
presentation	x	x	x	x		40	0

Combined Total for All Components	100%	XX hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)