University of the West of Scotland

Module Descriptor

Session: 2023-24

Title of Module: Psychology across the lifespan			
Code: PSYC07011	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Amanda Simpson		
Summary of Module			
The module explores human development across the full lifespan; from conception until death, examining the issues that individuals face at different stages in development. It touches on psychological development in childhood, from conception through infancy to early and then late childhood, and adolescence. Early, middle, and late adulthood are considered in the latter half of the module. Throughout the module, we will focus on the biological, social, and cognitive development that takes place across the lifespan. Students will first be introduced the main theories, concepts and issues influencing human development, including, nature-nurture, individual differences, and cultural influences, as well as the main methods of research inquiry within development psychology.			

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

1

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☒	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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 understanding of key concepts, theories, and methods in lifespan development.
L2	Demonstrate an ability to apply knowledge of development to tackling real world issues with children, adolescents, and aging adults.
L3	Show an awareness of individual differences in and cultural influences on lifespan development.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 Level **7** Demonstrate a knowledge and understanding of key concepts and principles of development. Demonstrate an understanding of developmental stages. Demonstrate knowledge and understanding of different perspectives on child development. Demonstrate an awareness of methodological aspects of developmental research. Demonstrate an understanding of typical and atypical

	development. Demonstrate a knowledge of factors leading to optimal developmental outcomes and those leading to sub-optimal developmental outcomes. Demonstrate an awareness of inter-relationships between individuals at different points in their lifespan
Practice: Applied Knowledge and Understanding	SCQF Level **7** Apply developmental theory and approaches to understanding real life issues. Demonstrate an understanding of the relevance of developmental research to social work practice. Demonstrate a knowledge and understanding of ethical issues in carrying out research with and working with children.
Generic Cognitive skills	SCQF Level **7** Interpret and critically evaluate research on child development. Reflect upon connections between developmental theory and social work practice.
Communication, ICT and Numeracy Skills	SCQF Level **7** Communicate knowledge of developmental issues to a range of different audiences through written and verbal expression. Interpret research evidence presented in journal papers on developmental issues use electronic information and retrieval systems to access relevant material.
Autonomy, Accountability and Working with others	SCQF Level **7** Display a high level of self-management and motivation in carrying out learning tasks and activities. Take on different roles in working in a group to prepare and share learning activities
Pre-requisites: none	Before undertaking this module the student should have undertaken the following:

Module Code:	**Module Title:**

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

*Indicates that module descriptor is not published.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	12
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Boyd, D. and Bee, H. (2019). *Lifespan Development.* (8th ed.). Boston: Pearson Education.*

Berk, L. E. (2018). *Development through the lifespan.* (7th ed.). Hoboken: Pearson Education.*

Sigelman, C. K. & Rider, E.A. (2021). *Life-span human development* (10th ed.). Stamford: CENGAGE Learning.*

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 ☐ No ☒
School Assessment Board	UG/ PG Psychology
Moderator	N McGuigan
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment on this module is via a written enhanced answer question and multiple-choice test(s). Students will have the option of sitting two-smaller multiple-choice tests spread throughout the term, or one large MCT at the end of the module.
Assessment 1 – Enhanced Answer Question (Written)
Assessment 2 – Multiple Choice Test(s)
(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**	**Timetabled Contact Hours**
Enhanced Answer Question (Written)		X	X			50	3

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	Timetabled Contact Hours
Multiple Choice Test(s)	X		X			50	3

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	6 hours

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)