



Module Descriptor

Title	Psychology Across the Lifespan		
Session	2025/26	Status	Validated
Code	PSYC07012	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Simpson		

Summary of Module

The purpose of this module is to explore psychological development across the human lifespan. This module aims to support healthy lives and promote well-being for all, at all ages (SDG 3) and is suitable for any Level 7 student who is interested in learning a foundational knowledge of developmental psychology.

This module will introduce the main concepts, theories, and issues relevant to human development across the lifespan, focusing on biological, cognitive and social development. We will consider influences on human development including genes and environment, individual differences, and cultural influences, as well as the main methods of research inquiry within psychology.

During early childhood period we will consider prenatal development, and the development of language, and attachment bonds. We will explore identity development, social relationships and risk-taking behaviours during adolescence and early adulthood. For middle and late adulthood, we will review biological changes including menopause, and cognitive changes like probable-Alzheimer's and Parkinson's Disease. We will finish the module looking at caring, neglect and loss.

This module promotes the following UWS Graduate Attributes: knowledgeable, inquiring, socially responsible and ethically- and culturally aware.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Campuses for Module Delivery	<input type="checkbox"/> Ayr	<input type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning			
	<input checked="" type="checkbox"/> Dumfries	<input type="checkbox"/> London	<input type="checkbox"/> Other (specify)			
	<input checked="" type="checkbox"/> Paisley					
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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	Demonstrate an awareness of individual differences in and cultural influences on lifespan development.
L4	n/a
L5	n/a

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 7</p> <p>Demonstrate a knowledge and understanding of key concepts and principles of human development</p> <p>Demonstrate knowledge and understanding of different theories of human development</p> <p>Demonstrate an awareness of inter-relationships between individuals at different points in their lifespan</p> <p>Demonstrate an awareness of methodological aspects of developmental research</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>Apply developmental theory and approaches to understanding real life issues</p> <p>Demonstrate an understanding of the relevance of developmental research to social work practice</p> <p>Demonstrate a knowledge and understanding of ethical issues in carrying out research with and working with children</p>
Generic Cognitive skills	<p>SCQF 7</p> <p>Interpret and critically evaluate research on human development</p> <p>Reflect upon connections between developmental theory and social work practice</p>

Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Communicate knowledge of developmental issues through written expression</p> <p>Interpret research evidence presented in journal papers on developmental issues</p> <p>Use electronic information and retrieval systems to access relevant material</p>
Autonomy, Accountability and Working with Others	<p>SCQF 7</p> <p>Display a high level of self-management and motivation in carrying out learning tasks and activities</p> <p>Take on different roles of collaborative working to prepare and share learning outcomes</p>

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

Learning and Teaching	
<p>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.</p> <p>This module will include up to 12 hours of on-campus interactive lectures, and 24 on-campus seminar and workshop tutorials. The module is supported with 12 hours of asynchronous activities for students to complete to enhance and consolidate their learning.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	12
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Berk, L. E. (2018). Development through the lifespan. (7th ed.). Hoboken: Pearson Education.</p> <p>Boyd, D. and Bee, H. (2019). Lifespan Development. (8th ed.). Boston: Pearson Education.</p>

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

(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. In this module, you are considered to be academically engaged if you regularly engage with scheduled live sessions on campus (and occasionally online), including engaging with asynchronous activities online, course-related learning resources, and with timely completion of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this programme, 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 programme if you are not regularly engaging with each module's work and classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online 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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	N McGuigan
External Examiner	L Wright
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Enhanced Answer Question
Assessment 2
Multiple Choice Assessment
Assessment 3
(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
Enhanced Answer Question	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	3

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Multiple Choice Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	3

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	6 hours

Change Control

What	When	Who
Minor typos fixed following ILR	3 rd June 2025	G Hendry
Copied to new template	3rd February 2025	A Simpson