University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Biological & Developmental Psychology			
Code: PSYC08007	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	N McGuigan		

Summary of Module

The module will provide students with an introduction to biological and developmental psychology, which will then be extended further in L9 (in 'Biological Psychology' and 'Child Development'). In terms of the Biological component, students will be introduced to the biological processes underlying behaviour, including the study of the brain, neuron and the nervous system. The content of the module will introduce students to hereditary influences on behaviour, the nervous system and basic brain anatomy as well as the neuron and neural communication, and research methods employed in this field. For the developmental component of the module, students will be introduced to the core principles of development, focussing on the interaction between the individual and their environment. The module will cover key theories in development, attachment, emotions and temperament throughout the lifespan and cognitive development The module will also address psychological disorders from both a biological and developmental perspective. The module will conclude with a skills review and employability session. Internationalisation will be addressed by examining the cultural influences on development.
At the end of the module, students will have become inquiring, research-minded, analytical and collaborative. In addition, they will have become research aware, creative problem solvers and effective communicators

- Nervous System and the Neuron

- The Brain

- Key Developmental Theories.

- Attachment

- Cognitive Development

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)

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	Identify the role of biological influences on behaviour and development
L2	Identify the functioning of specific elements within the nervous system
L3	Demonstrate knowledge of key theories within developmental psychology
L4	Outline and discuss development in relation to social and cognitive influences
L5	Demonstrate the ability to interact with research articles and methodological issues relevant to biological and developmental psychology
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 **8** A broad knowledge of the scope, defining features, and main areas of a biological and developmental psychology. Detailed knowledge in some areas through coursework and class discussions. Limited knowledge and understanding of some major current issues and specialisms. An outline knowledge and understanding of research and equivalent scholarly/academic processes
Practice: Applied Knowledge and Understanding	SCQF Level **8** Carry out routine lines of enquiry, or investigation into professional level problems and issues relevant to biological and developmental psychology through literature searches/reviews and discussions.
Generic Cognitive skills	SCQF Level **8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of biological and developmental psychology. Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a range of skills and associated with the communication of knowledge relating to biological and developmental psychology, for example: Convey complex information to a range of audiences and for a range of purposes
Autonomy, Accountability and Working with others	SCQF Level **8** Exercise autonomy in the context of the module requirements. Take continuing account of own responsibilities and contributions in carrying out tasks.

	Show an understanding of ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC07010	**Module Title: Introduction to Psychology B**
	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 be delivered using a hybrid approach in which students are encouraged to engage with the module through three learning activities, presented both synchronously and asynchronously. Students will be encouraged to engage asynchronously with pre-recorded lecture content designed to provide students with an overview of the topic area. Pre-recorded lecture material will be complemented with a series of asynchronous and synchronous activities to be undertaken in the student's own time or by the students/instructor simultaneously as appropriate. The assessment for this module requires students to complete an online multiple-choice test on the biological psychology material, and a written coursework (e.g., an essay) on the developmental psychology material. Throughout the module students are expected to complete appropriate independent study and to focus on developing relevant employability and transferable learning skills (PDP). To highlight the importance of these skills and to provide the opportunity to consider these skills the module will conclude with a specific session to review and consolidate these skills prior to entering L9.	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Internationalisation will be addressed in both lectures and seminars through the examination of cultural influences on development. **Learning Activities** During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	163
Personal Development Plan	1
	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:

Gillibrand, R., Lam, V. & O'Donnell, V.L. (2016). Developmental Psychology. Harlow: Pearson. (Online access available via UWS library)

Kalat, J.W. (2015). Biological Psychology, Twelfth Edition. California: Cengage Learning (Online access available via UWS Library)

Click or tap here to enter text.

Click or tap here to enter text.

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: <u>UWS Equality, Diversity and Human Rights Code.</u> 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	L Boyle
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Multiple Choice Test on Biological Psychology (50%)
Assessment 2: Essay on Developmental Psychology (2000 words) (50%)
(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**
MCT			✓	✓	✓	50	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**	**Timetabled Contact Hours**
Essay	✓	✓			✓	50	0

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%**	**0 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)