



Module Descriptor

Title	Biological and Developmental Psychology		
Session	2025/26	Status	Validated
Code	PSYC08007	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and 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, focusing 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, researchminded, 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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
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 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 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.

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

Generic Cognitive skills	SCQF 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 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 8 Exercise autonomy in the context of the module requirements. Take continuing account of own responsibilities and contributions in carrying out tasks. Published 2024/25 Module Descriptor 4 Show an understanding of ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance.

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 be delivered using a face-to-face approach in which students are encouraged to engage with the module through three learning activities. Students will be encouraged to engage with lecture content designed to provide students with an overview of the topic area. Lecture content will be complemented with a series of workshops and independent learning activities.</p> <p>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</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
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	12

Independent Study	162
Personal Development Plan	2
n/a	
TOTAL	200

Indicative Resources

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)

(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

Multiple Choice Test	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	
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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%	hours

Change Control

What	When	Who
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
Module moved to new template	28/3/2025	G Hendry
Minor edits to fix typos following ILR	3/6/2025	G Hendry