



Module Descriptor

Title	Child Development		
Session	2025/26	Status	Validated
Code	PSYC09007	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N McGuigan		
Summary of Module			
<p>This core third-year module aims to develop students’ understanding of child development. More specifically, the module considers the development of the individual from conception through infancy, early and late childhood, through to adolescence. Key principles of development, such as nature/nurture and continuous/staged development are addressed throughout, as are different theoretical perspectives on development including learning theory, Piaget’s theory, Vygotsky’s theory and Bronfenbrenner’s ecological systems theory.</p> <p>Perceptual, motor, cognitive, emotional, linguistic and social development are covered with a focus on aspects of development that are most relevant to particular stages. For example, the module content covers perceptual and motor development in infancy, the acquisition of language, the development of theory of mind and the development of the sense of self in early childhood, and identity development in adolescence. The impact of social and cultural influences on development are also examined.</p> <p>The module teaches key ‘i am UWS’ graduate attributes;</p> <ul style="list-style-type: none"> -Universal attributes – critical thinker, ethically aware and socially responsible -Work-ready attributes – knowledgeable and motivated -Successful attributes – incisive and resilient <ul style="list-style-type: none"> • Historical and contemporary developmental theories • Developmental research methods and ethics • Neonatal, social and cognitive development • Influence of play, peers and parents on children’s development • Adolescent 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 checked="" 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 type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Evaluate psychological concepts, theories and methods within a developmental context.
L2	Critically evaluate developmental research literature
L3	Systematically apply and integrate multiple perspectives to developmental issues
L4	Demonstrate competence in the application of observational research skills to developmental issues in a written report.
L5	

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 9 The students will have a good understanding of developmental psychology and be able to relate their knowledge and understanding to a wider development context.
Practice: Applied Knowledge and Understanding	SCQF 9 The students will be able to demonstrate the link between theory and real life issues and will be able to make connections across a range of subjects.
Generic Cognitive skills	SCQF 9

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

	The students will not only be able to demonstrate subject based learning but will also have a good level of self- evaluation, critical analysis and problem solving.
Communication, ICT and Numeracy Skills	SCQF 9 The students will be able to communicate what they have learned to a range of different audiences through written and verbal expression. The students will have a good understanding of, and an ability to handle, both qualitative and quantitative data.
Autonomy, Accountability and Working with Others	SCQF 9 The students will have a high level of self-management and motivation. The students will be able to work within a group setting and undertake self-directed study within appropriate time frames.

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 material will be complimented with a series of workshops and independent learning activities.</p> <p>The lectures introduce theoretical perspectives and empirical research in development, while workshops follow up on relevant aspects of these issues through examining practical applications of relevant theory/research. During the workshops, students are provided with the opportunity to take part in a range of practical and reflective activities.</p> <p>The project-based workshops provide support for students in carrying out the assessed project. The project involves real world research (rather than lab-based activities) where students analyse data from participants in a real-world context.</p> <p>The workshops provide students with information as to how to carry out the project, how to code and analyse the data and how to write up the project.</p> <p>The project component provides students with the opportunity to work independently and as part of a group.</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

Personal Development Plan	2
Independent Study	162
Please select	
TOTAL	200

Indicative Resources

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

Bukatko, D. & Daehler, M.W. (2012)*. Child Development - a Thematic Approach (6th edition), Boston: Houghton Mifflin Co.

Doherty, M. J. (2009). Theory of Mind: How Children Understand Others' Thoughts and Feelings. Hove: Psychology Press.

Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016)*. Developmental Psychology (2nd edition). Upper Saddle River: Prentice Hall

Goswami, U. (2008). Cognitive Development: The Learning Brain. Hove: Psychology Press.

Lightfoot, C., Cole, M., & Cole, S.R. (2018)*. The Development of Children (8th edition). New York: Worth Publishers.

(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 type="checkbox"/> Yes <input checked="" 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	A Robertson
External Examiner	T Fallon
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.12

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Written Psychological report 40%

Assessment 2

Class test 60%

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
Report	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	2

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	0

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
Copied to new template	28/3/2025	G Hendry
Minor edits to fix typos following ILR	3/6/2025	G Hendry