University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Child Development			
Code: PSYC09007	SCQF Level: 9 (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
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. 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.   The module teaches key 'i am UWS' graduate attributes;   -Universal attributes – critical thinker, ethically aware and socially responsible   -Work-ready attributes – knowledgeable and motivated   -Successful attributes – incisive and resilient   • 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

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	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	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 **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 Level **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 Level **9** 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 Level **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 Level **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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC08007 PSYC08013 PSYC08014	**Module Title:** Biological & Developmental Psychology Qualitative Research Skills in Psychology Quantitative Research Skills in Psychology
	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 complimented 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 pre-recorded lectures introduce theoretical perspectives and empirical research in development, while seminars follow up on relevant aspects of these issues through examining practical applications of relevant theory/research. During the seminars, students are provided with the opportunity to take part in a range of practical and reflective activities. 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. 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. The project component provides students with the opportunity to work independently and as part of a group. **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
Tutorial/Synchronous Support Activity	8

Laboratory/Practical Demonstration/Workshop	4
Asynchronous Class Activity	12
Independent Study	162
Personal Development Plan	2
	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:

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

Click or tap here to enter text.

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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	L Boyle
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	2.11

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will**

show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Written Psychological report 40%

Assessment 2: Class test 60%

Assessment 3 – Free Text

(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**
Report	✓	✓		✓		40	2

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**
Class test	✓	✓	✓			60	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%**	**2 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)