

## Module specification

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Module Code	PSY516
Module Title	The Self
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	15 <sup>th</sup> May 2024



<b>For office use only</b>	
With effect from date	September 2024
Date and details of revision	July 2025 – updated Indicative Syllabus
Version number	2

## Module aims

This module will develop students critical understanding of psychological concepts and theories related to development of self. Explore the interface between the self and social interactions. To underpin the notion of the self as an integrated subject.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically demonstrate knowledge and understanding of theory and research within developmental psychology
2	Synthesise contemporary literature with classical theory to explore the self across the lifespan.
3	To create and successfully present a thorough evaluation of existing literature in an area of self-development.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. A 3,000-word essay focused on an area of self-development.
2. A poster presentation focused on area of self-development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Written Assignment	70
2	3	Presentation	30

## Derogations

None



## Learning and Teaching Strategies

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A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. During seminars, students will have the opportunity to view and/or complete a variety of psychometric scales related to areas of the self (i.e., state self-esteem, trait self-esteem, self-efficacy) and practice calculating individual scores. Media clips from popular movies may be used to highlight elements of the self, such as motivation, temperament, and emotional development, to aid the application of the underlying theories to real-world scenarios.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Indicative Syllabus Outline

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- The self and identity
- Social constructionism
- Development of self in childhood and adolescence,
- The self in adulthood and older age
- Typical and atypical development of self
- Emotional development
- Temperament and personality
- Motivation
- Gender development
- Death and dying
- Cultural influences
- Considerations of ethics and diversity in practice

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads



Slater, A. & Bremner, G. (Eds). (2017). *An introduction to developmental psychology* (3<sup>rd</sup> ed.). BPS Blackwell.

Hewstone, M., Strobe, W. & Jonas, K. (2020). *An introduction to social psychology* (7<sup>th</sup> ed.). John Wiley & Sons Limited.

### **Other indicative reading**

Gross, R. (Ed). (2020). *Psychology: the science of mind and behaviour* (8<sup>th</sup> edition). Hodder Education.

### **Journals**

British Journal of Social Psychology

European Journal of Social Psychology

Journal of Applied Social Psychology

Journal of Personality and Social Psychology

British Journal of Developmental Psychology

Developmental Psychology

Social Development