

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	PSY516
Module Title	The Self
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

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.

Assessment 1: A 3,000-word essay focused on an area of self-development.

Assessment 2: A poster presentation focused on area of self-development.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Written Assignment	3,000	70%	N/A
2	3	Presentation		30%	N/A

Derogations

None

Learning and Teaching Strategies

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.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- The Self
- Development of Self (childhood, adolescence, adulthood, older adulthood)
- Self-stability
- Cultural Influences
- Emotional development
- Temperament and personality
- Motivation
- Gender development
- Death and dying

Indicative Bibliography

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* (3rd ed.). BPS Blackwell.

Hewstone, M., Strobe, W. & Jonas, K. (2020). *An introduction to social psychology* (7th ed.).

John Wiley & Sons Limited.

Other indicative reading:

Gross, R. (Ed). (2020). *Psychology: the science of mind and behaviour* (8th ed.). Hodder Education.

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	