Module Descriptor

Title	Investigating Psychology		
Session	2025/26	**Status**	Validated
Code	PSYC07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Maciejewski		

Summary of Module

This module allows students to investigate the nature / nurture debate within psychology via independent-led inquiry. Here, students will be first introduced to the debate within psychology before having the autonomy to delve deeper into this debate within a specific topic area of the discipline (e.g. personality, intelligence or aggression). Through this endeavour, students will also be introduced to the different methods and techniques of searching for sources during a literature search. Students will be required to think critically about the sources they retrieve and learn to summarise the information and conclusions from these sources in a clear and effective manner. Students will develop key research enquiry skills, with a particular focus on the development of a rationale behind a research project and its target population. Students will also be introduced to key concepts in research methods (e.g., empiricism vs. dogmatism, validity, reliability, interview techniques) and review the different (qualitative, quantitative & mixed methods) approaches to research in psychology and the strengths and weaknesses of each. Students will also be encouraged to consider the real world implications of research and engage in experiential learning about research in psychology through participating in other students' research projects.

Students will be required to produce two pieces of coursework. The first will be a group report where students will evidence their development of, and then reflect upon, their literature search skills. The second assessment will be an individual presentation where students will demonstrate these new skills, in conjunction with their awareness of research principles. Throughout the module, students will be encouraged to collaborate across subject boundaries and to think critically about the transferable nature of academic knowledge and research skills.

By the end of this module, students will have become inquiring, analytical, digitally literate, collaborative, and research-minded students.

Purpose and scope of the module:

- Gain a close inspection of the nature/nurture debate within psychology via enquiry-based learning.
- Gain student-led research and transferable academic skills.
- Gain experience of designing and participating in psychological research.
- Build digital literacy skills

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate the ability to identify and formulate an appropriate research question
L2	Demonstrate the ability to collate, interrogate and present evidence
L3	Demonstrate the ability to present evidence effectively in both written and visual forms
L4	Demonstrate the ability to work independently and take ownership of one's learning
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 7** Understand the development of psychology and its place as a scientific discipline. Understand different approaches used to explore human behaviour. Understand the importance of research-based, psychological explanations that support the nature/nurture debate.
Practice: Applied Knowledge and Understanding	**SCQF 7** Use some of the basic techniques for psychological investigation. Retrieve and reference basic psychological research.
Generic Cognitive skills	**SCQF 7**

[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

	Discuss and evaluate information core to the discipline of psychology and the nature/nurture debate. Use different approaches to address applied issues with the nature/nurture debate
Communication, ICT and Numeracy Skills	**SCQF 7** Discuss psychological issues in a coherent and structured manner, both in spoken and written modalities. Present information using appropriate software. Use dedicated software to investigate psychological phenomena. Use of information retrieval systems. Use numerical and graphical data to address psychological issues. Use of Virtual Learning Environment
Autonomy, Accountability and Working with Others	**SCQF 7** Work effectively in class-based group activities. Take account of personal responsibility to address own learning needs.

Prerequisites	**Module Code**	**Module Title**
	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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	24
Asynchronous Class Activity	12
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

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

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: McGee, S. (2010). Key Research and Study Skills in Psychology. SAGE.
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	D Kelly
External Examiner	T Fallon
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
(60%): A group report based on the students' chosen topic area within the nature/nurture debate.
Assessment 2
(40%): An individually produced research project, focussing on the students' chosen area of psychological research. Students will present this as a recorded online presentation (e.g., Enhanced PowerPoint).
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**
Group report	☒	☒	☒	☐	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Research project	☒	☐	☒	☒	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Minor typos fixed following ILR	3rd June 2025	G Hendry
Module moved to new template	28th March 2025	G Hendry