

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Advanced Social Psychology			
Code: PSYC11006	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Hendry		
Summary of Module			
<p>This module is designed to provide a broad and detailed knowledge of the theories and current research in the area of social psychology. The module covers the core BPS topic areas including attitudes, interpersonal attraction and group processes.</p> <p>Each topic area will review key historical theories and research as well as examining contemporary approaches. Students will also be encouraged to examine the links between different areas of social psychology as well as links between social psychology and other areas in psychology. Through workshops and an inquiry-based qualitative project this module also provides training in qualitative research methods.</p> <p>One element of coursework comprises a qualitative research project which will require students to design a study, collect and analyse data using appropriate qualitative techniques. This coursework will allow students to develop and consolidate their skills in qualitative methodology within a social psychology context.</p> <p>On completion of this module students should have developed a critical understanding of the principle theories and concepts within the area of social psychology. They should also be capable of accurately evaluating qualitative studies and be able to independently carry out qualitative research.</p> <p>At the end of this module students will have become:</p> <ul style="list-style-type: none"> • Analytical • Inquiring • Culturally aware • Collaborative 			

- Research-minded
- Knowledgeable
- Digitally literate
- Effective communicators
- Creative

In addition, this module:

- Provides students with knowledge of areas of social psychology
- Introduces more advanced areas in social psychology
- Includes a qualitative piece of coursework
- Encourages critical thinking, reflection and evaluation

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Have a detailed critical understanding of a range of theories and approaches used in the study of social psychology
L2	Have a critical analysis of laboratory, field and other methods (e.g. interview, observation) used in the study of social processes.
L3	Have a critical awareness of the complexities of applying social psychological theory to real world settings.
L4	Experience of qualitative methods and techniques of enquiry in social psychology research.
L5	Have an extensive, detailed and critical knowledge and understanding in one or more specialisms within social psychology based on current developments in the field.
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)	<p>SCQF Level 11</p> <p>Students will be able to understand the main areas of social psychology and be able to critically evaluate these.</p> <p>Students will be able to understand and implement qualitative research techniques.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Students will be able to independently design and conduct a qualitative research project and prepare the data for analysis.</p> <p>Students will be able to construct and conduct interviews and be able to independently analyse and report on the qualitative data from these interviews.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Students will be able to identify and critically evaluate current research in the area of social psychology</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Students will be able to critically evaluate information and disseminate results in an appropriate style such as report writing, data presentation and critical reviews of a research topic.</p> <p>Students will also be able to independently analyse qualitative data.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Students will be able to work effectively combining both group and independent work to complete seminar tasks and to collect and analyse data within a set time frame.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
<p>This module will be delivered via a hybrid approach with a combination of lecture material, seminars and workshops. It will be delivered in 2 parts and will be assessed via 2 assessments. In the first part students will be introduced to core areas of social psychology via recorded lectures. These will be accompanied by a series of seminars both expanding on lecture content and supporting CW1. Assessment 1 is a reflective diary. Students will be required to reflect on theories covered in the first weeks of term considering their real world value and analysing psychological studies which have informed them. Support on how to conduct this task, including formative sessions, will be provided through the seminars.</p> <p>The second part will be inquiry-based learning. Students will attend lectures over 4 weeks as well as engaging in asynchronous activities and attending 2-hour workshops. The second assessment will be a qualitative report which meets the BPS requirements on qualitative methods. Students will collect, analyse, and report data from their own project focusing on one of the topics they have covered in the lectures. Through this project, students will learn a range of techniques which will be transferable to other areas and will contribute to PDP. These include skills to allow them to develop as a researcher such as constructing interview materials and conducting interviews.</p> <p>Throughout the module students will be encouraged to make extensive use of Aula for a variety of activities. For example, tasks will be made available, and students will be encouraged to post information on any reading materials which they find useful. They will also be required to contribute to a discussion board when selecting critical review topics and encouraged to take part in a general discussion board which will be moderated by teaching staff.</p> <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	24
Independent Study	166
	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:

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Hogg, M.A. & Vaughan, G.M. (2021). *Social Psychology* (9th edition). Pearson Education Ltd.

Richard, F.D., Bond Jr., C.F. & Stokes-Zoota, J.J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology*, 7(4), 331-363.

Roulston, K. (2010). Considering quality in qualitative interviewing. *Qualitative Research*, 10(2), 199-228.

British Journal of Social Psychology; Journal of Personality and Social Psychology (APA)

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(*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 Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/> Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Psychology
Moderator	G Scott
External Examiner	J Bohan
Accreditation Details	British Psychological Society
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Reflective Diary, 50%

Assessment 2 Qualitative Research Project, 50%

(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
Reflective Diary, 50%	✓	✓			✓	50	0

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
Qualitative Research Project, 50%	✓		✓	✓		50	0

Combined Total for All Components						100%	XX hours
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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)