Module Descriptor

Title	Contemporary Social Psychology		
Session	2025/26	**Status**	Validated
Code	PSYC11006	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Scott		

Summary of Module

This module is designed to provide a broad knowledge of the theories and current research in the area of social psychology. The module covers a range of topics such as citizenship, community psychology, attribution, attitudes, group processes and intergroup relations, social influence, leadership, political psychology, culture, close relationships and sexualities, social constructionism, power, powerlessness and empowerment, and self and identities in context. The specific topics covered on the module will be updated from year to year in line with staff expertise.

Each topic area will review key historical theories and research as well as examining contemporary approaches. Students will also be encouraged to examine 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.

One element of coursework comprises a reflective diary, applying life experiences and understanding of psychological research to key social psychological theory. The other element comprises a qualitative research project which will require students to design a study, collect and analyse data using appropriate qualitative techniques.

On completion of this module students should have developed a critical understanding of the principal theories and concepts within the area of social psychology and an ability to independently carry out and write up qualitative research.

The graduate attributes aligned with this module are:

- Analytical,
- Inquiring,
- Culturally aware,
- Collaborative,
- Research-minded,
- Knowledgeable
- Digitally literate
- Effective communicators
- Creative

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	Students will be able to demonstrate a detailed critical understanding of a range of theories and approaches used in the study of social psychology.
L2	Students will be able to demonstrate a critical analysis of laboratory, field and other methods (e.g. interview, observation) used in the study of social processes.
L3	Students will be able to demonstrate a critical awareness of the complexities of applying social psychological theory to real world settings.
L4	Students will understand qualitative methods and techniques of enquiry in social psychology research.
L5	Students will be able to demonstrate a 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)	**SCQF 11** Students will be able to understand the main areas of social psychology and be able to critically evaluate these. Students will be able to understand and implement qualitative research techniques.

[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

Practice: Applied Knowledge and Understanding	SCQF 11
	Students will be able to independently design and conduct a qualitative research project and prepare the data for analysis.
	Students will be able to construct and conduct interviews and be able to independently analyse and report on the qualitative data from these interviews.
Generic Cognitive skills	SCQF 11
	Students will be able to identify and critically evaluate current research in the area of social psychology.
Communication, ICT and Numeracy Skills	SCQF 11
	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.
	Students will also be able to independently analyse qualitative data.
Autonomy, Accountability and Working with Others	SCQF 11
	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.

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.
This module will be delivered via 12 weeks of 3-hour workshops. It will be delivered in two parts, and will be assessed via two assessments.
In the first part students will be introduced to core areas of social psychology via lectures and subsequent class discussions and tasks which expand on lecture content and support assessment 1 (reflective diary). Students will 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.
The second part will be inquiry-based learning focused on introducing students to qualitative research methods. Assessment 2 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 first part of the module (e.g. prejudice, attitudes). 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.
Throughout the module students will be encouraged to make extensive use of VLE 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.

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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
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: Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. Braun, V. & Clarke, V. (2022). Thematic analysis: a practical guide. Sage. 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. In addition, any Social Psychology journals and textbooks are appropriate such as British Journal of Social Psychology; Journal of Personality and Social Psychology (APA)
(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. You are academically engaged if you are regularly engaged with scheduled live sessions on campus and online, including engagine with online learning activites in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module 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 module if you are not regularly engaging with the module work and live classes. We may reach out to check how things area going and offer support if we oberve 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	G Hendry
External Examiner	D Barrett
Accreditation Details	British Psychological Society
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Review/ Article/ Critique/ Paper
Assessment 2
Report of practical/ field/ clinical work
Assessment 3
n/a
(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
Review/ Article/ Critique/ Paper	☒	☐	☒	☒	☐	50	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical/ field/ clinical work	☒	☒	☐	☐	☒	50	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Descriptor transferred to the new template	20/12/24	G Hendry
Status, module co-ordinator, module moderator, and external examiner updated	02/06/25	G Maciejewski