Module Descriptor

Title	Psychology of Individual Differences		
Session	2025/26	Status	Validated
Code	PSYC11007	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	E Edgerton		

Summary of Module

This module introduces the student to a number of topics within the area of individual differences. The module explains the methodological approach that differentiates individual differences from other fields in psychology. Each topic area begins by examining the history, definitions, theories and measurement approaches before moving on to review contemporary approaches and issues. Students will gain experience in using and interpreting a range of assessments tools to encourage their critical awareness of testing within the area of Individual Differences and the ethical considerations involved. Throughout the module there is an emphasis on the importance of research to support an understanding of the controversies in the field and ways in which these controversies may be resolved. All of the topic areas will be supported by workshops consisting of a range of activities that focus on developing a critical understanding of contemporary research from the psychology and how individual differences can be explored. At the end of this module, students will have become autonomous, research-minded, critical thinkers. In addition, they will be knowledgeable problem solvers.

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)	

[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

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 an advanced critical understanding of the different psychological theories concepts and principles used to understand individual differences in the area of intelligence
L2	Demonstrate an advanced critical understanding of the different psychological theories concepts and principles used to understand individual differences in the area of personality
L3	Demonstrate a critical awareness of current issues in the application of psychometric assessment tools in the an applied setting
L4	Demonstrate extensive, detailed and critical knowledge and understanding of the psychology of individual differences to the individual within an applied setting
L5	n/a

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** A critical understanding the development of the trait approach to personality A critical understanding of a range of perspectives of motivation A critical understanding of the development of the construct of emotional intelligence. A critical awareness of current issues in psychometric testing in the workplace
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a range of assessment tools covering the areas of personality, motivation and emotional intelligence and applying these within a work context.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to current issues relating to individual differences in the workplace Critically review research-based evidence from a variety of sources.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate information effectively using appropriate methods, to different audiences. Undertake critical evaluations of statistical and graphical data. Use a range of ICT applications to support and enhance work in areas such as information retrieval and data analysis and presentation.

Autonomy, Accountability and Working with Others	SCQF 11
	Exercise substantial autonomy and initiative in conducting a range of tasks and activities.
	Take responsibility for identifying and addressing their own learning needs in both current and new areas.
	Demonstrate the application of information which draws on a critical reflection of their own and others' roles and responsibilities.

Prerequisites	Module Code n/a	Module Title n/a
	Other n/a	
Co-requisites	Module Code n/a	Module Title n/a

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 include 36 hours of on-campus classes (lectures and workshops), supported by readings, resources, and other asynchronous activites for students to complete before and after the classes to enhance their learning. The workshops will include a range of student-centred learning activities that provide opportunities for active, problem-based, and practical learning to explore issues relating to the lecture material in more detail such as consistency in personality and historical controversies in intelligence testing.

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
Laboratory / Practical Demonstration / Workshop	24
Independent Study	164
n/a	0
n/a	0
n/a	0
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Christiansesn, N.D. and Tett, R.P. (Eds.) (2013). Handbook of Personality at Work. Routledge.
Cooper, C. (2015). Intelligence and Human Abilities: Structure, Origins and Applications. Routledge.
Furnham, A. (2012). The Psychology of Behaviour at Work (2nd Ed.). Psychology Press (E-Book edition)

Maltby, J, Day, L. and Macaskill, A. (2022). Personality, Individual Differences and Intelligence (5th ed.). Harlow: Pearson.

Furr, R. M. (2021). Psychometrics: An introduction. SAGE publications..

(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 engaging 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 Inglis
External Examiner	D Barrett
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Individual portfolio
Assessment 2
Individual Research Poster
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**
Portfolio of written work	☒	☐	☐	☒	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Demonstrations/ Poster presentations/ Exhibitions	☐	☒	☒	☒	☐	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	E Edgerton
Status and external examiner updated	02/06/25	G Maciejewski