

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Biopsychology			
Code: PSYC11008	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:	B Hatin		
Summary of Module			
<p>This module examines psychology from a biological perspective to show how psychological functioning and behaviour are linked to biological processes. It begins by introducing students to the structure and function of the nervous system and the cells that comprise it. It will also involve an examination of the brain mechanisms and neurotransmitter systems underlying a broad range of normal and abnormal behaviours, and an overview of the methods of investigation that are utilised within biological psychology. Throughout the module students will be exposed to current theories, methods and research within the area of biological psychology.</p> <p>The focus at the start of the module is to introduce students to a detailed examination of the structure and function of the nervous system with special focus on the brain and neurons.</p> <p>Following this, the module will consider the biological aspects of fundamental psychological processes in detail. This will include specific topics such as the psychophysiology of stress, the biological aspects of sleep and sleep disorders, and neuroplasticity and learning. The module will also consider the impact of ageing and brain damage. The module will therefore examine the importance of biological psychology for investigating real-world problems.</p> <p>At the end of this module students will be: Analytical, Research minded and Knowledgeable.</p> <p>Purpose and scope:</p> <ul style="list-style-type: none"> • Brain anatomy and neuronal structure • Consequences of brain damage • Biological aspects of sleep • Biological aspects of language and laterality • Psychophysiology of stress • Ethics in Biopsychology 			

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 type="checkbox"/>	Term 2	<input checked="" 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	=Critically evaluate major topics and theories (both historical and contemporary) within biological psychology.
L2	Critically and systematically evaluate research in the area of biological psychology.
L3	Critically evaluate the application of biological psychology to the real world and clinical settings.
L4	Construct and produce a lab report on a biological psychology topic demonstrating competency in the analysis and interpretation of complex statistical data.
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:

<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 11</p> <p>Demonstrate and/or work with:</p> <p>A critical understanding of the theories, concepts and principles that are relevant to biological psychology.</p> <p>Extensive, detailed and critical knowledge and understanding of the biological aspects of fundamental psychological processes.</p> <p>A critical awareness of current issues in biological psychology.</p>	
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 11</p> <p>Apply knowledge, skills and understanding: In the use of a range of standard and specialised research and/or equivalent instruments and techniques of enquiry to inform understanding of the biopsychological factors behind fundamental human processes.</p>	
<p>Generic Cognitive skills</p>	<p>SCQF Level 11</p> <p>Apply critical analysis, evaluation and synthesis to forefront issues in biological psychology.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in applying biological psychology to the real world and clinical settings.</p>	
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11</p> <p>Communicate with peers, more senior colleagues and specialists.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data relating to biopsychology.</p>	
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 11</p> <p>Exercise substantial autonomy and initiative in carrying out learning activities.</p> <p>Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.</p>	
<p>Pre-requisites:</p>	<p>Before undertaking this module the student should have undertaken the following:</p>	
	<p>Module Code:</p>	<p>Module Title:</p>
	<p>Other:</p>	<p>n/a</p>
<p>Co-requisites</p>	<p>Module Code:</p>	<p>Module Title:</p>

Learning and Teaching	
<p>This module will be delivered via a combination of lecture material, seminars and workshops. The lecture material will introduce essential topics in the area of biological psychology. The seminars will be used to explore in more detail specific issues arising from the lecture material and will give students the chance to identify and follow up their own learning needs within a student-centred learning approach. Fundamental to the seminars will be the students' use of academic publications, both to provide them with contemporary material and to enhance their familiarity with the structure of scientific report writing. Formative assessment will be implemented via a series of self-evaluation exercises which will be supported by AULA.</p> <p>The module will be assessed through coursework. The first piece of coursework is an essay assignment about brain mechanisms in the context of student-chosen topics such as stress, psychopharmacology, sleep, or brain injury. This exercise will allow students to apply their knowledge to a contextualised real-life area. The second piece of coursework is a lab-report. The laboratory sessions will provide students with the opportunity to acquire practical biological investigation skills and to collect data which will form the basis for analysis and the production of a written laboratory report.</p> <p>Given that students on the module are likely to have no previous knowledge of biopsychology, the seminars and lab classes will be structured to cover key background information in biopsychology. For example, the seminars will introduce students to basic neuroanatomy, including structure of the nervous system, structure of the neuron, and brain anatomy. In addition, the lab classes will include material on essay and report writing and provide guidance on the statistical analysis that is required for the lab report.</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	12
Tutorial/Synchronous Support Activity	20
Laboratory/Practical Demonstration/Workshop	4
Independent Study	164
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Breedlove, S. M., & Watson, N. V. (2013). *Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, (7th ed.). Sunderland, MA, US: Sinauer Associates.

Kalat, J. (2016). *Biological psychology* (12th ed.). Belmont, California: Wadsworth. (online access available)

Ocklenburg, S., & Güntürkün, O. (2018). *The lateralized brain: The neuroscience and evolution of hemispheric asymmetries*. London: Academic Press. (online access available)

Journals:

Cognitive Brain Research; Cognitive Neuropsychology; Cortex; Neuropsychology; Brain: A Journal of Neurology; Behavioural and Brain Sciences; Journal of Neuroscience; Physiology and Behaviour; BMJ; Nature

(*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:

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 (part-time and distant learning students should check with their programme leader for any queries). 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.

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	K Manoussaki
External Examiner	J Bohan
Accreditation Details	BPS
Changes/Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Written assignment worth 40%

Assessment 2 – Lab report worth 60%

(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)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓			40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Report		✓		✓		60	0

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)