Module Descriptor

Title	Biopsychology		
Session	2025/26	**Status**	Validated
Code	PSYC11015	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	B Hatin		

Summary of Module

This module examines how psychological functioning and behaviour are linked to biological processes. It begins by introducing the structure and function of the nervous system and the cells that comprise it. Students then examine the brain mechanisms and neurotransmitter and hormonal systems underlying a broad range of behaviours and functions. The module will also consider the methods of investigation used in biopsychological research, and typical and atypical brain functioning. The module will therefore examine the importance of biological psychology for investigating real-world problems. By the end of this module students will be: Analytical, Research minded, Knowledgeable, Effective communicators, Problem solvers, Creative, and Digitally literate.

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	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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 an educational resource on a biological psychology topic, demonstrating competency in the interpretation and communication of complex research.
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 11** Demonstrate and/or work with: A critical understanding of the theories, concepts and principles that are relevant to biological psychology. Extensive, detailed and critical knowledge and understanding of the biological aspects of fundamental psychological processes. A critical awareness of current issues in biological psychology.
Practice: Applied Knowledge and Understanding	**SCQF 11** 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.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to forefront issues in biological psychology. Critically review, consolidate and extend knowledge, skills, practices and thinking in applying biological psychology to the real world and clinical settings.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate with peers, more senior colleagues and specialists. Undertake critical evaluations of a wide range of numerical and graphical data relating to biopsychology.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in carrying out learning activities.

	Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.

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 include 12 hours of on-campus lectures and 24 hours of workshops. These sessions will be supplemented by readings, resources, and other asynchronous activities for students to complete before and after the classes to enhance their learning. The lectures will include focused exploration of key topics in biopsychology, and the workshops will include student-centred active learning activities to expand and apply this knowledge. The workshops will also include coursework support.

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	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

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Kalat, J. (2019). Biological psychology (13th ed.). Boston, MA : Cengage, 2019. 13th ed.

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

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

Indicative Journals:

Cognitive Brain Research; Cognitive Neuropsychology; 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:** 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	L McKay
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
Essay
Assessment 2
Portfolio of Practical 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**
Essay	☒	☒	☒	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☒	☒	☐	☒	☐	60	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	B Hatin
Status and external examiner updated	02/06/25	G Maciejewski