

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Introduction to Psychology (A)			
Code: PSYC07001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Carrie Ballantyne		
Summary of Module			
<p>This module introduces students to the discipline of psychology by focusing on a number of core areas. The module begins with a brief introduction to the historical development of psychology and related approaches, whilst also introducing students to possible career opportunities. The module will then introduce students to the areas of personality, attitudes and behaviourism. The module will then go on to cover other main areas of psychology i.e. child development, memory, intelligence, and perception. The module also provides opportunities to reflect on the transferable skills gained in the module. Throughout the module, there will be an emphasis on real-world and practical applications.</p> <p>At the completion of the module student will have experience of the following lamUWS attributes:</p> <ul style="list-style-type: none"> • Analytical • Inquiring • Collaborative • Research-minded • Knowledgeable • Digitally literate 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Show an understanding of the core areas of psychology.
L2	Identify and then define a selection of key theories, paradigms and studies within psychology
L3	Describe the historical development of psychology in general and key topics within psychology.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
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 7</p> <p>Understand the development of psychology as a discipline.</p> <p>Understand different models and approaches used to explore human behaviour.</p>

	<p>Understand the importance of research-based, psychological explanations as opposed to common-sense explanations.</p> <p>Understand the importance of cultural, ethical and diversity awareness.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Retrieve and reference basic psychological research</p>	
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Discuss and evaluate information core to the discipline of psychology.</p> <p>Use different approaches to address applied problems and issues in human behaviour.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Discuss psychological issues in a coherent and structured manner, both verbally and written.</p> <p>Use of information retrieval systems.</p> <p>Use of Virtual Learning Environment</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Work effectively in class-based group activities.</p> <p>Take account of personal responsibility to address own learning needs.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Qualifications consistent with entry to BSc Psychology/BA Social Science/BA Society, Policy & Politics/ BA Social Work Degree programmes
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	0
Tutorial/Synchronous Support Activity	13
Independent Study	163
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

:

Schacter, D., Gilbert, D. Wegner, D., & Hood, B. (2019). Psychology (3rd edition). Palgrave Macmillan: Basingstoke, Hampshire. Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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.

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 Moodle, 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.

(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	Ug/Pg Psychology
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Psychology and Social Work
Moderator	K Manoussaki
External Examiner	S Langton
Accreditation Details	British Psychology Society
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</p> <p>Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 Essay 60%
Assessment 2 Multiple Choice Test 40%
Assessment 3 – Free Text
<p>(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.)</p>

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
Essay	X	X	X				

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
MCT	X	X					

Component 3							
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
Combined Total for All Components						100%	XX hours

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)