

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Investigating Psychology			
Code: PSYC07008	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:	Greg Maciejewski		
Summary of Module			
<p>This module allows students to investigate the nature / nurture debate within psychology via independent-led inquiry. Here, students will be first introduced to the debate within psychology before having the autonomy to delve deeper into this debate within a specific topic area of the discipline (e.g. personality, intelligence or aggression). Through this endeavour, students will also be introduced to the different methods and techniques of searching for sources during a literature search. Students will be required to think critically about the sources they retrieve and learn to summarise the information and conclusions from these sources in a clear and effective manner. Students will develop key research enquiry skills, with a particular focus on the development of a rationale behind a research project and its target population. Students will also be introduced to key concepts in research methods (e.g., empiricism vs. dogmatism, validity, reliability, interview techniques) and review the different (qualitative, quantitative & mixed methods) approaches to research in psychology and the strengths and weaknesses of each. Students will also be encouraged to consider the real world implications of research and engage in experiential learning about research in psychology through participating in other students' research projects..</p> <p>Students will be required to produce two pieces of coursework. The first will be a group report where students will evidence their development of, and then reflect upon, their literature search skills. The second assessment will be an individual presentation where students will demonstrate these new skills, in conjunction with their awareness of research principles. Throughout the module, students will be encouraged to collaborate across subject boundaries and to think critically about the transferable nature of academic knowledge and research skills.</p> <p>By the end of this module, students will have become inquiring, analytical, digitally literate, collaborative, and research-minded students.</p>			

Purpose and scope of the module:

- Gain a close inspection of the nature/nurture debate within psychology via enquiry-based learning.
- Gain student-led research and transferable academic skills.
- Gain experience of designing and participating in psychological research.
- Build digital literacy skills.

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 type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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	Demonstrate the ability to identify and formulate an appropriate research question
L2	Demonstrate the ability to collate, interrogate and present evidence

L3	Demonstrate the ability to present evidence effectively in both written and visual forms
L4	Demonstrate the ability to work independently and take ownership of one's learning
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 and its place as a scientific discipline.</p> <p>Understand different approaches used to explore human behaviour.</p> <p>Understand the importance of research-based, psychological explanations that support the nature/nurture debate.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Use some of the basic techniques for psychological investigation.</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 and the nature/nurture debate.</p> <p>Use different approaches to address applied issues with the nature/nurture debate.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Discuss psychological issues in a coherent and structured manner, both in spoken and written modalities.</p> <p>Present information using appropriate software.</p> <p>Use dedicated software to investigate psychological</p>

	<p>phenomena.</p> <p>Use of information retrieval systems.</p> <p>Use numerical and graphical data to address psychological issues.</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:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
<p>This module will be delivered using a hybridC approach, in which students are required to engage with the module through both synchronous and asynchronous tasks. Delivery of this module will predominately be through asynchronous instruction (e.g. recordings, worksheets & additional materials), where students will receive materials each week on the VLE in order to complete relevant tasks and activities. Additional support will be provided via weekly workshops that will be held to facilitate learning and provide tutor assistance with the prescribed weekly tasks.</p> <p>The module uses a flipped-classroom approach where the core content of delivery is set via self-paced material available on the VLE. Students will be provided with an overview of the tasks and activates for that week, alongside supporting materials. The in-class sessions focus on synergising the learning from core content, adding and enhancing the resources to co-produce a blend that captures knowledge that is current and collaborative. Therefore, the module use workshops to facilitate learning and a set of prescribed asynchronous learning activities.</p>

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	0
Laboratory/Practical Demonstration/Workshop	24
Tutorial/Synchronous Support Activity	0
Asynchronous Class Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200
**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:</p> <p><u>McGee, S. (2010). Key Research and Study Skills in Psychology. SAGE.</u></p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(**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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	D Kelly
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)

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.

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.

Assessment 1: (60%): A group report based on the students' chosen topic area within the nature/nurture debate.

Assessment 2 (40%): An individually produced research project, focussing on the students' chosen area of psychological research. Students will present this as a recorded online presentation (e.g., Enhanced PowerPoint).

Assessment 3

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Group report	✓	✓	✓			60	0

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
Research project	✓		✓	✓		40	0

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%	0 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)

