

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Applying Psychology			
Code: PSYC07009	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Gillian Hendry		
Summary of Module			
<p>The module gives the student an introduction to classic and contemporary methods, practices and applications of psychological theory.</p> <p>It achieves this by utilising 2 themes within psychology that are key in transition to Psychological practise (Impact: Public Representations and Misrepresentation of Psychological Knowledge, and Ethics: Professional and Ethical Practises in Psychology). As per IBL models, each theme will be driven by a co-created learning experience where students and staff negotiate the content of each theme. This is facilitated through the engagement with multiple sources of knowledge on the themes, such as books, journals, web, film, documentaries, podcasts, Vlogs and Blogs, videos, TED talks, tweets, etc.</p> <p>The contact time in (face to face/vle) will utilise a flipped classroom pedagogical approach where student-centred experiences/task/interactions are focused towards synthesising the multiple sources of public and professional knowledge available on each topic to meet the learning outcomes.</p> <p>Students have to complete one 30% weighted continuous assessment portfolio and one 70% weighted presentation. The aims are to utilise the module to deliver an authentic learning and assessment experience.</p> <p>At the end of the module, the graduate attributes that students will have begun to develop include becoming critical, analytical, inquiring, problem-solving and autonomous thinkers. They will be ethically-minded, effective communicators who are motivated and imaginative. Finally, through this module, they will be developing professional skills such as working collaboratively, being research-minded and socially responsible.</p> <ul style="list-style-type: none"> • To introduce students to how psychology is applied in the 'real world' 			

- To introduce students to alternative pedagogical approaches to teaching and learning (flipped classroom, group work)
- To introduce students to three major themes within psychology: Research, Impact and Ethics
- To encourage students to begin developing graduate attributes specific to collaborative working
- To allow students to begin formulating social connections within the classroom.

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"/>
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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 an awareness of classic and contemporary psychological theory
L2	Demonstrate an ability to identify and utilise psychological evidence

L3	Demonstrate an ability to communicate contemporary practice within psychology
L4	Demonstrate an ability to use utilise 21st century technology to communicate evidence based practice within psychology
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> <ul style="list-style-type: none"> -Demonstrate a broad understanding of the nature of psychology -Demonstrate an awareness of the developing nature of the psychology
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <ul style="list-style-type: none"> -Apply knowledge and understanding of psychology to selected real world issues -Distinguish psychology knowledge based on evidence and/or research from other forms of explanation, e.g. anecdotal
Generic Cognitive skills	<p>SCQF Level 7</p> <ul style="list-style-type: none"> -Evaluate arguments, information and ideas which form the basis of psychology knowledge -Consider contemporary real world issues from a psychology perspective
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <ul style="list-style-type: none"> -Explain basic psychology concepts and ideas in a coherent form -Use oral and written forms of communication effectively in both formal and informal contexts -Use appropriate applications, including available virtual learning environments (VLE) and the Internet, to access a variety of sources
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <ul style="list-style-type: none"> -Be able to engage in and demonstrate a capacity for independent study -Collaborate effectively with others in shared tasks to achieve a common goal

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	
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)
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.	
Choose an item.	
	Hours Total: 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Hughes., B. and Upton., D. (2011). *Psychology Express: Conceptual and Historical Issues in Psychology*. Pearson.

Schacter, D., Gilbert, D. Wegner, D., & Hood, B. (2016). *Psychology* (2nd European edition). Palgrave Macmillan.

PSYBlog <http://www.spring.org.uk/>

The Psychologist <https://thepsychologist.bps.org.uk/>

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](#).

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	G Maciejewski
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	2.04

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: Portfolio based on the continuous assessment group task set within 2 themes (worth 30% (15% each) of over all grade).
Assessment 2: Individual Presentation (worth 70% of over all grade).
<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
Group portfolio	✓	✓	✓			30	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
Poster presentation	✓	✓	✓	✓		70	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)

