University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Introduction to Psychology B			
Code: PSYC07010	**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:	Kallia Manoussaki		

Summary of Module
This module, offered in term 2 follows ad builds on the term 1 Introduction to Psychology A module. It develops an understanding of basic core methodological knowledge. This module will introduce descriptive statistics, probability, and hypothesis testing. The Module will also introduce students to the discussion of psychology as a science. Scientific principles, scientific method, and general philosophies of science will be introduced along with discussions about how psychologists conduct and make sense of research. This will provide students with an understanding of the wider scientific context The module will then introduce students to the area of psychopathy and psychopathology. Students will then apply their knowledge of scientific enquiry to produce a report in this area. Throughout the module, there will be an emphasis on real-world and practical applications; ethical and cultural awareness and links to reflecting on the transferable skills gained throughout the module.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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	Understand the importance of research-based, psychological explanations as opposed to common-sense explanations
L2	Understand the development of psychology as a discipline
L3	Interpret data and report findings from an area within psychology

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 Level **7** Understand the development of psychology as a discipline. Understand different models and approaches used to explore human behaviour. Understand the importance of research-based, psychological explanations as opposed to common-sense explanations. Understand the importance of cultural, ethical and diversity awareness.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Use some of the basic techniques for psychological investigation. Retrieve and reference basic psychological research
Generic Cognitive skills	SCQF Level **7** Discuss and evaluate information core to the discipline of psychology.

	Use different approaches to address applied problems and issues in human behaviour.
Communication, ICT and Numeracy Skills	SCQF Level **7**
	Discuss psychological issues in a coherent and structured manner, both verbally and written.
	Use dedicated software to investigate psychological phenomena.
	Use of information retrieval systems.
	Use numerical and graphical data to address psychological issues.
	Use of Virtual Learning Environment
Autonomy, Accountability and Working with others	SCQF Level **7**
	Work effectively in class-based group activities.
	Take account of personal responsibility to address own learning needs.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC07009	**Module Title: Applying Psychology**
	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)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	8

Laboratory/Practical Demonstration/Workshop	4
Asynchronous Class Activity	44
Independent Study	120
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:

Schacter, D., Gilbert, D. Wegner, D., & Hood, B. (2016). *Psychology* (2nd European 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: <u>UWS Equality, Diversity and Human Rights Code.</u>

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 ☐No ☒
School Assessment Board	Ug/Pg Psychology
Moderator	A Robertson
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	1.3

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 – A lab-based report worth 60%.
students will be provided with a lab report guide that is a 'step by step' guide in terms of how the module is designed to help prepare them for the writing up of the lab report. Three workshops have specifically been designed to support students with each section of their report.

Assessment 2 – A multiple-choice online assessment worth 40%.
Students will access online, this is supported by formative assessments via VLE Aula to help prepare them for the 2nd piece of coursework. Students can use the practice tests to gain insight into areas that they need to prepare for during the summative assessment at the end of the module. Students with equality and disability requirements will be given the opportunity to sit the online test in an environment that is suitable to their specific needs.

Assessment 3 – Free Text

(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
Report			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					

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)