



Module Descriptor

Title	Introductory Cognitive & Social Psychology		
Session	2025/26	Status	Validated
Code	PSYC08005	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Law		

Summary of Module

This module introduces the foundations of Social and Cognitive Psychology. The module builds upon Level 7's Introduction to Psychology modules by further developing knowledge and understanding of relevant psychological topics in more depth.

Indicative Cognitive topics include Sensation, perception, problem-solving, memory and attention. Indicative Social topics include the development of social knowledge, social inference, the self, aggression and pro-social behaviour, and group behaviour and communication. Research methods for investigating Social and Cognitive Psychology are examined through the coursework which builds on the topics discussed in the course. Communication and an understanding of factors affecting social interaction are significant graduate skills.

At the end of the module studies will have worked towards attaining the following graduate attributes:

Problem-solving

Digital literacy

Collaborative and research minded

Student lead research skills

Building their transferable skills through interaction of different sources and learning materials

Building on digital literacy skills through literature searches and using presentation software

Building their analytical and research skills through a lab report

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate the ability to analyse and interpret data
L2	Demonstrate knowledge and understanding of the major conceptual and theoretical issues in Social and Cognitive Psychology
L3	Demonstrate the ability to report the background, methods, results and interpretation of data in an APA formatted scientific report
L4	Summarise and evaluate cognitive and social psychology research literature
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 8 A broad knowledge of the scope, defining features and main areas of Social and Cognitive Psychology. Demonstrate an awareness of different methods of enquiry within Social and Cognitive Psychology.
Practice: Applied Knowledge and Understanding	SCQF 8 Use a range of routine skills, associated with Social and Cognitive Psychology Identify the ethical issues in the formulation of a research investigation.

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

	Show an awareness of the conduct of psychological enquiry and report writing.
Generic Cognitive skills	SCQF 8 Produce a balanced outline of competing explanations and interpretations of Social and Cognitive Psychology issues. Undertake critical analysis and evaluation of ideas, concepts, information and issues relating to Social and Cognitive Psychology.
Communication, ICT and Numeracy Skills	SCQF 8 Report the outcomes of an evaluation of research in written forms, using ICT as appropriate Demonstrate an understanding of reporting the findings from psychological enquiry.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in development and execution of coursework. Take responsibility for own learning and review and evaluate own learning and development. Work effectively and collaboratively with peers

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.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	163
Personal Development Plan	1
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook (8th Edition). Taylor & Francis: Psychology Press.

Fiske, S. T., & Taylor, S. E. (2021). Social Cognition: From brains to culture. Sage.

Myers, D. G., Abell, J., & Sani, F. (2021). Social Psychology. McGraw Hill.

(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. In this module, you are considered to be academically engaged if you regularly engage with scheduled live sessions on campus (and occasionally online), including engaging with asynchronous activities online, course-related learning resources, and with timely completion of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this programme, 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 programme if you are not regularly engaging with each module's work and classes. We may reach out to check how things are going and offer support if we observe 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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	K Manoussaki
External Examiner	L Wright
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.14

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written laboratory report worth 50%
Assessment 2
An oral presentation worth 50%
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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Oral presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
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
Module moved to new template	28/3/2025	G Hendry
Assessment type changed	31/3/25	A Law
Minor edits to fix typos following ILR	3/6/2025	G Hendry