University of the West of Scotland

Module Descriptor

Session:

Title of Module: Introductory Cognitive & Social Psychology			
Code: PSYC08005	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Anna Law		

Summary of Module

This module introduces the foundations of Social and Cognitive Psychology. The module builds upon Level 7's Introduction to Psychology module 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 clickview and literature searches and online forums
    Building their analytical and research skills through a lab report

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	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	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)	SCQF Level **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 Level **8** Use a range of routine skills, associated with Social and Cognitive Psychology Identify the ethical issues in the formulation of a research investigation. Show an awareness of the conduct of psychological enquiry and report writing.
Generic Cognitive skills	SCQF Level **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 Level **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 Level **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.

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)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Personal Development Plan	1
Independent Study	163
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:

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.

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 ☐ No ☒
School Assessment Board	Ug/Pg Psychology
Moderator	M Terras
External Examiner	S Langton
Accreditation Details	BPS
Changes/Version Number	1.13

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 written laboratory report worth 50%
Assessment 2 An annotated bibliography 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.)

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**
Lab report	x		x			50	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**
Annotated bibliography		X		X		50	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)