



Module Descriptor

Title	Understanding Psychology Past and Present		
Session	2025/26	Status	Validated
Code	PSYC08015	SCQF Level	L8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Robertson		
Summary of Module			
<p>This module provides students with an understanding of the development of psychology as a discipline and provides an opportunity for students to reflect on psychology's contribution in addressing real world questions in contemporary society.</p> <p>The first part of the module provides students with the opportunity to consider the range of theoretical perspectives within psychology and gain an understanding of their historical contribution and context. This will also provide the opportunity to consider the emergence of psychology as a science and the implications of this for the discipline.</p> <p>In the second part of the module students will be encouraged to consider a range of contemporary societal issues and the contribution of psychology, psychological theory and methodological approaches to help understand and address these issues. Examples of topics that may be covered include issues related to the environment, wellbeing, racism and social media. In addition, the module provides students with the opportunity to engage in experiential learning via participation in research. .</p> <p>At the end of the module students will have become inquiring, theoretically informed, analytical and collaborative. In addition, they will become research aware, creative problem solvers and effective communicators. Knowledge will be developed in line with:</p> <ul style="list-style-type: none">• Alternative theoretical perspectives• The nature of science• Comparative perspectives• The development of research methods• Application of psychology			

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 type="checkbox"/>	Term 2 <input checked="" 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 knowledge of the emergence of psychology as a science
L2	Demonstrate an understanding of the differences between the major perspectives that psychology has adopted
L3	Show an understanding of the interaction between psychology and society, both past and present
L4	Demonstrate an awareness of the application of psychological theory to contemporary societal issues and research via research participation
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 Demonstrate a critical understanding of the development of psychology. Understand alternative theoretical perspectives in psychology
Practice: Applied Knowledge and Understanding	SCQF 8 Demonstrate the application of psychological theory in the context of contemporary societal issues and access experiential learning via research participation
Generic Cognitive skills	SCQF 8

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

	The communication of complex ideas and issues both in written and verbal form. The ability to evaluate and contrast different theoretical perspectives
Communication, ICT and Numeracy Skills	SCQF 8 Communicate information effectively in group-based discussions
Autonomy, Accountability and Working with Others	SCQF 8 Take responsibility for the completion of their own continuous assessment and meeting deadlines. Share responsibility for group work in the workshops

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<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. This module will include 12 hours of on-campus core content delivery and 24 hours of on-campus workshops, supported by readings, resources, and other asynchronous activities for students to complete before and after the workshops to enhance their learning. The workshops will include a range of student-centred learning activities that provide opportunities for active, problem-based, and practical learning.</p>	
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
Tutorial / Synchronous Support Activity	24
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Brysbaert, M. and Rastle, K. (2020) Historical and Conceptual Issues in Psychology (3rd ed.). Harlow: Pearson Education Ltd.</p>

Goodwin, C.J. (2015) A History of Modern Psychology (5th ed.). Danvers, USA: Wiley & Sons.

(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	N McGuigan
External Examiner	L Wright
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	L Wright

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Multiple Choice Tests Students will complete a series of multiple choice tests to assess their knowledge and understanding of the key theoretical concepts covered in the module. These will make up 50% of the overall grade.
Assessment 2
written assessment (short answer assignment)
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
MCQ	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
short answer assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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%	hours

Change Control

What	When	Who
Minor edits to fix typos following ILR	3 rd June 2025	G Hendry
Copied to new template	28 th March 2025	G Hendry