University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Understanding Psychology Past and Present			
Code: : PSYC08015	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:	A Robertson		

Summary of Module

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.

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.

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. .

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:

- Alternative theoretical perspectives

- The nature of science

- Comparative perspectives

- The development of research methods

- Application of psychology

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 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	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

2

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** Demonstrate a critical understanding of the development of psychology. Understand alternative theoretical perspectives in psychology	
Practice: Applied Knowledge and Understanding	SCQF Level **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 Level **8** 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 Level **8** Communicate information effectively in group-based discussions	
Autonomy, Accountability and Working with others	SCQF Level **8** Take responsibility for the completion of their own continuous assessment and meeting deadlines. Share responsibility for group work in the workshops and monitor the effort of fellow group members.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC07010	**Module Title:Introduction to Psychology B**
	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)
Asynchronous Class Activity	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
Choose an item.	
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:

Brysbaert, M. and Rastle, K. (2020) Historical and Conceptual Issues in Psychology (3rd ed.). Harlow: Pearson Education Ltd.

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

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 <u>Student Attendance and Engagement Procedure</u>: 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>
(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 and Social Work
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	UG/PG Psychology
Moderator	A Law
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	1.03

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 Class test (50%)

Assessment 2 Written Assignment (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
Class test	x				NA	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
Written assignment		x	x	x	NA	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)