

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Social Psychology			
Code: PSYC09011	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Scott		
Summary of Module			
<p>This module is designed to further the knowledge acquired in introduction to social and cognitive psychology at level 8 - providing a more in depth knowledge of the theories and current research in social psychology. The module covers the BPS core areas in social psychology including the likes of persuasion, identity, attitudes (including attitude change), attraction and group processes.</p> <p>This module will form a compulsory element of the BPS accredited BSc psychology degree.</p> <p>The module will be taught via lectures, seminars, and inquiry based learning workshops. The course work consists of one 2500 word paper evaluation, and a presentation. CW1 is supported by three seminars at the beginning of the module. CW2 is supported by four inquiry-based learning workshops at the end of the module. Both CWs will include a methodological component, and the presentation will focus on a research question of the student's choice in a relevant contemporary area.</p> <p>On completion of this module students should be informed in the core areas and theories in social psychology. They should also be capable of accurately evaluate current affairs and topical themes using qualitative approaches.</p> <p>This module covers the following graduate attributes:</p> <ul style="list-style-type: none"> • Analytical • Inquiring • Culturally aware • Research-minded • Knowledgeable • Digitally literate • Effective communicator • creative • This module builds on the knowledge students gained previously in key areas of social psychology. 			

The purpose/scope of this module:

- Includes an IBL component designed to increase theoretical and methodological awareness, and encourage debates to explore social perceptions.
- Encourages the development of critical skills through a critical review of a recent peer-reviewed paper.
- Encourages the application of psychological theory and approach to understand current affairs and cultural issues.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 a knowledge of the range of theories and approaches used in the study of social psychology.
L2	Critically understand the laboratory, field and other methods used in the study of social processes.

L3	Be able to describe and appreciate the complexities of applying social psychological theory to real world settings.
L4	Be able to carry out a critical review of an area in Social Psychology
L5	Be able to use psychological approaches to analyse and understand topical themes and current affairs.
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)	<p>SCQF Level 9</p> <p>Students will be able to understand the main areas of social psychology and be able to critically evaluate these.</p> <p>They will also understand and be able to implement qualitative research techniques.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Students will be able to design and create a portfolio using innovative learning approaches.</p> <p>They will have the skills to analyse and understand current cultural issues using psychological approaches.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Students will be able to evaluate and critically analyse studies the area of social psychology.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Students will be able to disseminate project results in the appropriate scientific way and using different mediums of communication.</p> <p>They will also be able to analyse qualitative data independently.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Students will be able to work effectively combining both group and independent work to collect, analyse or discuss information and data within a set time frame</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC08005 PSYC08008	Module Title: Introductory Cognitive & Social Psychology Research Skills in 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.	
<p>This module will be delivered using a hybrid approach in which students are encouraged to engage with the module through three learning activities, presented both synchronously and asynchronously. Students will be encouraged to engage asynchronously with pre-recorded lecture content designed to provide students with an overview of the topic area. Pre-recorded lecture material will be complimented with a series of asynchronous and synchronous activities to be undertaken in the student's own time or by the students/instructor simultaneously as appropriate</p> <p>Asynchronous Class Activity refers to group meetings</p> <p>This module will be delivered using a combination of lectures and seminars relating to social psychology. It will also include lectures, supported by seminars and a research project which meets the BPS requirements on qualitative methods.</p> <p>To complete the project, students will participate in group project meetings in which they are required to meet in small groups to construct interview questions and analyse qualitative data. They will also conduct an interview in the Psychology. Through this project students will both build on previously acquired skills and learn new techniques which will be transferable to other</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

<p>areas. In particular, to build on group work skills acquired earlier in the programme, and to develop skills in successful collaborative work students are encourage to arrange these meetings and to resolve any group work problems with minimal staff input. During these meetings they are also encouraged to discuss lecture material and other course-related issues and to reflect on the progress of the group.</p> <p>In addition to the project, students will be required to carry out a critical review on contemporary research paper Students are also encouraged to approach staff either personally, or by e mail if any areas of the course are unclear.</p> <p>Throughout the module students will also be shown relevant video clips. They will also be provided with additional reading material via Aula and students are encouraged to use this material to supplement their lecture notes/ text book material.</p> <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	
Lecture/Core Content Delivery	8
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	16
Independent Study	162
Personal Development Plan	2
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:

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

Hogg, M., & Vaughan, G. (2017). Social psychology (8th ed.). Pearson Education Limited.

Myers, D.G. (2012). Social Psychology (11th edition). McGraw-Hill: NY, NY.

Myers, D.G., Abell, J. Kolstad, A. & Sani, F. (2010) Social Psychology (European Edition). London: McGraw-Hill

Journals including -

British Journal of Social Psychology

Journal of Personality and Social Psychology (APA)

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: [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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Psychology
Moderator	G Hendry
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	2.09

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: Paper evaluation – 50%
Assessment 2: Presentation – 50%
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
Paper evaluation	✓	✓		✓	✓	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
Presentation	✓	✓	✓		✓	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)

