



Module Descriptor

Title	Social Psychology		
Session	2025/26	Status	Validated
Code	PSYC090011	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	G Scott		

Summary of Module

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.

This module will form a compulsory element of the BPS accredited BSc psychology degree.

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.

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.

This module covers the following graduate attributes:

- 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	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"/>	<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"/>	<input type="checkbox"/>

Learning Outcomes	
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)	SCQF 9 Students will be able to understand the main areas of social psychology and be able to critically evaluate these. They will also understand and be able to implement qualitative research techniques.
Practice: Applied Knowledge and Understanding	SCQF 9 Students will be able to design and create a portfolio using innovative learning approaches. They will have the skills to analyse and understand current cultural issues using psychological approaches.

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

Generic Cognitive skills	SCQF 9 Students will be able to evaluate and critically analyse studies the area of social psychology.
Communication, ICT and Numeracy Skills	SCQF 9 Students will be able to disseminate project results in the appropriate scientific way and using different mediums of communication. They will also be able to analyse qualitative data independently
Autonomy, Accountability and Working with Others	SCQF 9 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

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.</p> <p>This module will be delivered using a combination of lectures, seminars, and workshops, all of which will be face to face. For the first 7 weeks of the module students will attend one hour weekly lectures covering core areas of social psychology as specified by the BPS, and will also attend weekly 2-hour seminars where activities will build on the lecture content as well as supporting CW1. The final 4 weeks of the module will follow an inquiry-based learning model. Students will use online resources to investigate a social psychology topic of their choosing under a general theme, and they will have 2-hour weekly labs in which to work on this and discuss ideas with their tutor and peers.</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	8
Tutorial / Synchronous Support Activity	22
Independent Study	168
Personal Development Plan	2
n/a	
n/a	
TOTAL	200

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

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Hogg, M., & Vaughan, G. (2021). Social psychology (9th ed.). Pearson Education Limited.

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

Plus Social Psychology journals including - British Journal of Social Psychology Journal of Personality and Social Psychology (APA)

(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 type="checkbox"/> Yes <input checked="" 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	G Bruce
External Examiner	L Wright
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Paper evaluation weighted at 50%
Assessment 2
Presentation weighted at 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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50	8

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.	3rd February 2025	G Hendry