

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Biological Psychology</b>			
<b>Code: PSYC09016</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	L McKay		
<b>Summary of Module</b>			
<p>This module enhances and further develops students' knowledge of the biology of behaviour. The module examines biological perspectives to show how our psychological functioning and behaviour are linked to biological processes. The study of these processes begins with an examination of brain anatomy and neuronal structure and communication. Biological aspects of fundamental psychological processes will be explored in detail, for example, the biological aspects of language, sensation and sensory processes, and sleep and arousal. Detailed study will also be undertaken into specific topics such as the psychophysiology of stress, the biological aspects of sleep, and the biological basis of neuroplasticity and learning. The module will also consider the impact of ageing on the brain and consider the causes and consequences of brain damage. An understanding of behaviour as it is affected by brain damage as well as grasping how experience affects brain development provides insight invaluable not only for graduates wishing to pursue a career in psychology but also to anyone whose occupation relies on social interaction. Communication, writing skills and digital literacy are also important graduate attributes.</p> <ul style="list-style-type: none"> <li>• Brain anatomy and neuronal structure</li> <li>• Consequences of brain damage</li> <li>• Biological aspects of sleep</li> <li>• Biological aspects of language</li> <li>• Psychophysiology of stress</li> <li>• Biological Aspects of Sensation &amp; Perception</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<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	Describe the relationship between biological and psychological processes underpinning behaviour.
L2	Discuss the functioning of specific elements within the nervous system.
L3	Show a critical understanding of the role of biological processes in maintaining normal psychological functioning.
L4	Critically evaluate biological psychology research articles.
L5	Construct and produce a lab report on a biological psychology topic.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>9</b>  Understanding the evolution of biological psychology as a major discipline within psychology in general.- Understanding the fundamental basis of the role of biology in psychology.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b>  Applying skills which can be used to investigate the role of biological processes on behaviour.-Demonstrating an understanding of the link between biological psychology theories and actual behaviour.
Generic Cognitive skills	SCQF Level <b>9</b>

	Developing problem-solving skills useful for the study of biological psychology.	
Communication, ICT and Numeracy Skills	<b>SCQF Level 9</b> Communicating effectively verbally and in writing to a range of different audiences.	
Autonomy, Accountability and Working with others	<b>SCQF Level 9</b> Working effectively with others in groups whilst taking a leadership role when appropriate. Developing a self-driven autonomous method of independent study	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> PSYC08007 PSYC08013 PSYC08014	<b>Module Title:</b> Biological & Developmental Psychology Qualitative Research Skills in Psychology Quantitative Research Skills in Psychology
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

### Learning and Teaching

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 expanded upon 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.

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This module comprises of a blend of lectures, workshops and labs. The lectures will introduce fundamental topics in the area of biological psychology. The workshops will introduce further elements of specific topics and use activities to expand upon core materials and facilitate integration of key concepts to provide a broader appreciation of some of the main debates and themes in relevant areas of study. These workshops are based around a student-centred learning approach and will aim to further facilitate independent study through engagement with asynchronous materials. Fundamental to the seminars will be the students' use of journal material, both to provide them with contemporary material and to enhance their familiarity with the structure of scientific report writing. The laboratory sessions will provide students with the opportunity to acquire practical biological investigation skills and the opportunity for students to

collect data, which will form the basis for analysis and the production of a written laboratory report.	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	6
Asynchronous Class Activity	12
Independent Study	152
	Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Breedlove, S. M., &amp; Watson, N. V. (2013). Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience, (7th ed.). Sunderland, MA, US: Sinauer Associates.</p> <p>Kalat, J. (2016). Biological psychology (12th ed.). Belmont, California: Wadsworth.</p> <p>Ocklenburg, S., &amp; Güntürkün, O. (2018). The lateralized brain: The neuroscience and evolution of hemispheric asymmetries. London: Academic Press. (online access available)</p> <p>Journals: Cognitive Brain Research; Cognitive Neuropsychology; Neuropsychology; Brain: A Journal of Neurology; Behavioural and Brain Sciences; Journal of Neuroscience; Physiology and Behaviour; BMJ; Nature</p>	
(**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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law

### 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

<b>Divisional Programme Board</b>	Psychology & Social Work
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Ug/Pg Psychology
<b>Moderator</b>	K Manoussaki
<b>External Examiner</b>	K Langton
<b>Accreditation Details</b>	BPS
<b>Changes/Version Number</b>	2.12 Change to assessments – instead of 1 assessment comprised of 2 multiple choice, each multiple choice is not it's own assessment – this is to facilitate separate entries for each in Banner

**Assessment: (also refer to Assessment Outcomes Grids below)**

Assessment 1 Lab report, worth 60% of the mark
Assessment 2 Multiple Choice Tests worth 20%
Assessment 3 Multiple Choice Test worth 20%
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report of practical/ field/ clinical work	X			X	X	60	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Multiple Choice Tests 1	X	X	X	X		20	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Multiple Choice Tests 2	X	X	X	X		20	
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**