



Module Descriptor

Title	Biological Psychology		
Session	2025/26	Status	Validated
Code	PSYC09016	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L McKay		
Summary of Module			
<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">• Brain anatomy and neuronal structure• Consequences of brain damage• Biological aspects of sleep• Biological aspects of language• Psychophysiology of stress• Biological Aspects of Sensation & Perception			

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	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	
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 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 9 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 9 Developing problem-solving skills useful for the study of biological psychology.

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

Communication, ICT and Numeracy Skills	SCQF 9 Communicating effectively verbally and in writing to a range of different audiences.
Autonomy, Accountability and Working with Others	SCQF 9 Working effectively with others in groups whilst taking a leadership role when appropriate. Developing a self-driven autonomous method of independent study.

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 comprises of a blend of lectures, workshops and labs. The lectures will introduce fundamental topics in the area of biological psychology. 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/labs are based around a student-centred learning approach, with supporting content delivered, and will aim to further facilitate independent study through engagement with asynchronous materials that is required to be engaged with prior to attendance. 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>	
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	20
Laboratory / Practical Demonstration / Workshop	4
Independent Study	164
Please select	
Please select	
TOTAL	200

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

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Kalat, J. (2019). Biological psychology (13th ed.). Boston, MA : Cengage, 2019. 13th ed.

Breedlove, S. M., & Watson, N. V. (2013). Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience, (7th ed.). Sunderland Mass. : Sinauer Associates Inc ,U, 2013 7th ed

Ocklenburg, S., & Güntürkün, O. (2018). The lateralized brain: The neuroscience and evolution of hemispheric asymmetries. London: Academic Press. (online access available)

Journals:

Cognitive Brain Research; Cognitive Neuropsychology; Neuropsychology; Brain: A Journal of Neurology; Behavioural and Brain Sciences; Journal of Neuroscience; Physiology and Behaviour; BMJ; Nature

(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.

Multiple Choice Test 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Multiple Choice Test 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	
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