

## University of the West of Scotland

### Module Descriptor

**Session: 2024/25**

<b>Title of Module: Individual Differences</b>			
<b>Code: PSYC09018</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>	G Inglis		
<b>Summary of Module</b>			
<p>This module introduces the field of individual differences in psychology. The module covers key topics relating to individual differences in aspects of personality, intelligence and well-being. In addition, methodological aspects that distinguish the study of individual differences from other branches of psychology are explored, such as the reliability and validity of psychometric tests.</p> <p>The module reviews conceptual issues in personality, including the development of trait models and individual differences in motivation. The section on intelligence explores debates around the definition of intelligence and the measurement of cognitive abilities. Each topic area will examine relevant definitions and measurement issues before moving on to review current research in the field.</p> <p>Students are also supported to develop their psychological literacy by considering how knowledge of individual differences can be applied to understand real-world outcomes.</p> <p>By the end of the module, students will be autonomous, research-minded critical thinkers.</p>			

<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	Demonstrate a critical understanding of key concepts in the psychology of individual differences.
L2	Demonstrate a critical understanding of the methods used in individual differences research.
L3	Apply knowledge of individual differences to real-world outcomes.
L4	
L5	
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)	<p>SCQF Level <b>9</b></p> <p>Understand the trait approach to personality.</p> <p>Understand multiple perspectives of intelligence.</p> <p>Understand the methods used in individual differences research.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>9</b></p> <p>Apply knowledge of individual differences to understand real-world outcomes.</p> <p>Analyse data and interpret research findings.</p>	
Generic Cognitive skills	<p>SCQF Level <b>9</b></p> <p>Collate research-based evidence from a range of sources.</p> <p>Critically evaluate evidence from individual differences research.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <p>Communicate information effectively in written and visual formats.</p> <p>Analyse and interpret statistical data using appropriate software.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>9</b></p> <p>Work effectively with others on tasks during seminars.</p> <p>Systematically identify and address their own learning needs.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> PSYC08013  PSYC08014	<b>Module Title:</b> 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>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	10
Laboratory/Practical Demonstration/Workshop	14
Independent Study	126
Asynchronous Class Activity	30
Personal Development Plan	8
	200 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>Ashton, M. C. (2022). Individual Differences and Personality. Academic Press.</p> <p>Cooper, C. (2015). Intelligence and Human Abilities: Structure, Origins and Applications. New York: Routledge</p> <p>Maltby, J, Day, L. and Macaskill, A. (2022). Personality, Individual Differences, and Intelligence (5th ed.). Harlow: Pearson.</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)	
<b>Attendance and Engagement Requirements</b>	

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

<b>Divisional Programme Board</b>	BSc Psychology
<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>	E Edgerton
<b>External Examiner</b>	T Fallon
<b>Accreditation Details</b>	BPS
<b>Changes/Version Number</b>	

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

Assessment 1 – Short personality report weighted at 40%

Assessment 2 – Research poster weighted at 60%

(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)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Written report	✓		✓		40	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)		Weighting (%) of Assessment Element	Timetabled Contact Hours
Research poster	✓	✓	✓		60	0

### 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)**