



## Module Descriptor

<b>Title</b>	<b>Individual Differences</b>		
<b>Session</b>	2025/26	<b>Status</b>	Validated
<b>Code</b>	PSYC09018	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<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. 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. Students are also supported to develop their psychological literacy by considering how knowledge of individual differences can be applied to understand real-world outcomes. The module supports students to become analytical, autonomous and research-minded learners and to develop key skills in critical thinking, digital literacy and effective communication.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate a critical understanding of key concepts in the psychology of individual differences.
<b>L2</b>	Demonstrate a critical understanding of the methods used in individual differences research.
<b>L3</b>	Apply knowledge of individual differences to real-world outcomes.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Understand the trait approach to personality. Understand multiple perspectives of intelligence. Understand the methods used in individual differences research.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Apply knowledge of individual differences to understand real-world outcomes. Analyse data and interpret research findings.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Collate research-based evidence from a range of sources. Critically evaluate evidence from individual differences research.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Communicate information effectively in written and visual formats. Analyse and interpret statistical data using appropriate software.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Work effectively with others on tasks during seminars. Systematically identify and address their own learning needs.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</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.

The module will be delivered on-campus through lectures and tutorials.

The lectures will introduce students to key topics within the field of individual differences, by reviewing historical issues as well as contemporary approaches and theories. The topics have been purposively chosen to represent the breadth of individual differences research and to illustrate how the study of individual differences is distinct from other branches of psychology.

The seminars will further develop students' understanding by exploring specific issues within each topic in more depth, where students will be supported to engage in critical discussions of the material, and to consider how the psychology of individual differences can be applied to better understand real-world outcomes. The seminars will also support the module assessments and assist students to develop the knowledge and skills that are required for each piece of coursework.

Learning materials will be provided on the virtual learning environment (VLE). This will include recommended readings to consolidate and further develop students' understanding of the material covered in the lectures and self-paced learning activities for students to complete in their own time.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
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	24
Independent Study	164
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

### Indicative Resources

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

Ashton, M. C. (2022). Individual Differences and Personality. Academic Press.

Cooper, C. (2015). Intelligence and Human Abilities: Structure, Origins and Applications. New York: Routledge

Funder, D. (2024). The Personality Puzzle. London: Norton.

Maltby, J, Day, L. and Macaskill, A. (2022). Personality, Individual Differences, and Intelligence. Harlow: Pearson.

**(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

<b>Divisional Programme Board</b>	<b>Psychology Social Work</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	UG/PG Psychology
<b>Moderator</b>	E Edgerton
<b>External Examiner</b>	T Fallon
<b>Accreditation Details</b>	

<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Short personality report
<b>Assessment 2</b>
Research poster
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Short personality report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Research poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Minor edits to fix typos following ILR	3 <sup>rd</sup> June 2025	G Hendry
Copied to new template	3 <sup>rd</sup> February 2025	G Hendry
