University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Psychological Theory			
Code: PSYC10010	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	E Boyle		

Summary of Module

This is a core module that focuses on the scientific approach to understanding and the nature of evidence. As such it draws on material that students will have covered on both core and elective modules at levels 9 & 10. The module emphasises a critical approach when examining scientific explanation and the nature of theory and investigates issues such as: bodies of knowledge, production of new evidence, induction and levels of confidence.

Both traditional and contemporary theories are examined and key figures linked to each theory are discussed. Students will be able to explore specific issues relevant to each theory in more detail by participating in workshops. Throughout the module, there is an emphasis on the importance of theory and an analysis of the research approaches and sources of evidence used to support the theoretical models discussed. The relationship between theory and practice is critically examined. Students will be encouraged to draw upon the knowledge they have gained across a diverse range of psychology modules to address the theoretical issues relating to the scientific approach in psychology.

Graduate skills/abilities acquired on this module
By the end of the module, students will have become autonomous, analytical and inquiring. In addition, they will have become imaginative, socially responsible thinkers capable of
- Critical Evaluation of Aspects of Psychological Theories
- Critical Reflection on historical contribution
- Synthesis with contemporary psychology

- The purpose of the module content is to support students in thinking about the history of psychology and the varied theoretical frameworks that have been adopted in psychology. Issues relating to a number of common theoretical approaches in psychology are considered including:

- Behaviourist theory

- Cognitive Theory

- Evolutionary Theory

- Abnormal Psychology

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** 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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 awareness of the scientific approach and its influence on the development of Psychology.
L2	Critically appraise the relationship between psychological theory and practice with reference to specific examples.
L3	Critically evaluate competing approaches for capturing variability in human behaviour.

L4	Critically evaluate at least two research frameworks operating in contemporary psychology.
L5	Click or tap here to enter text.

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 Level **10** Demonstrate a critical understanding of the principles of scientific investigation. Understand a number of different major theoretical perspectives in psychology.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Collate and interpret data relating to different theoretical approaches in psychology.
Generic Cognitive skills	SCQF Level **10** Provide a critical appraisal of different methodologies available in psychology. Interpret evidence from a variety of sources. Draw on different areas of psychology to address. issues in the scientific approach.
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicate information effectively in group-based discussions and oral presentations. Analyse and interpret numerical and graphical data. Make effective use of information retrieval systems.
Autonomy, Accountability and Working with others	SCQF Level **10** Work effectively in groups to address discipline-specific tasks. Systematically identify and address their own learning needs in both current and new areas.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09015	**Module Title: Applying Psychology Methods**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
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.	
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 complimented 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. Students will work in groups in workshops to analyse/critique research relating to each topic covered. As part of the University's PDP strategy, students will be encouraged to reflect on their ability to interpret and critique psychological evidence and theory. **Learning Activities** During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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	24
Asynchronous Class Activity	12

Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200

Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bem, S., & de Jong H. L. (2013). Theoretical issues in psychology. An introduction. London: Sage.   Gross, R. (1999). Themes, issues and debates in psychology. London: Hodder and Stoughton.   McGhee, P. (2001). Thinking psychologically: Palgrave MacMillan.   Sheehy, N. (2003). Fifty key thinkers in Psychology.: Routledge Key Guides.   Thorne, M. B. (2004). Connections in the history and systems of psychology. Houghton Mifflin.   Staff will also recommend relevant journal articles for each topic.   Click or tap here to enter text.   Click or tap here to enter text.   Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.   Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**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 <u>Student Attendance and Engagement Procedure</u>: 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: <u>UWS Equality, Diversity and Human Rights Code.</u> 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

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG/ PG Psychology
Moderator	M Terras
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	3.05

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will**

show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 The module uses an essay assessment with 2 short (1,500 words each) essays on different module topics, each worth 50%.

Assessment 2

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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essays	✓	✓	✓	✓	✓	100	

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**0 hours**

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

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