

## University of the West of Scotland

## Module Descriptor

Session: 202425

|   |  |                              |   |
|---|--|------------------------------|---|
| <b>Title of Module: Psychology of Gender</b>  |  |                              |   |
| <b>Code: PSYC10029</b>  | <b>SCQF Level: 10<br/>(Scottish Credit<br/>and<br/>Qualifications<br/>Framework)</b> | <b>Credit Points:<br/>20</b> | <b>ECTS: 10<br/>(European<br/>Credit Transfer<br/>Scheme)</b> |
| <b>School:</b>  | School of Education and Social Sciences  |                              |   |
| <b>Module Co-ordinator:</b>   | K Manoussakki  |                              |   |
| <b>Summary of Module</b>  |  |                              |   |
| <p>Psychology of Gender explores the notion of gender from a psychological perspective, and the ways in which its conceptualisation has and continues to affect human behaviour and interaction. The module will focus on the on themes that centre on gender and staff expertise, thus indicative content could be:</p> <ul style="list-style-type: none"> <li>• <b>Gender identity and roles.</b> Attitude formation, conformity and mechanisms of change. How does change in social attitudes occur? What is the function of sexism? What is it so persistent? How are sexist ideas expressed? What is unconscious bias and how does it affect individuals? How does feminist theory challenge traditional notions of gender as a psychological construct?</li> <li>• <b>Health:</b> How have gender attitudes affected women’s physical and mental health? How have perceptions of women’s mental health affected their wellbeing and life satisfaction?</li> <li>• <b>Gender-based violence.</b> When is violence based on gender? Rape mythology, victim blaming, domestic abuse from a trauma informed perspective and the role that gender plays in interpersonal violence. Why is being a woman dangerous?</li> <li>• <b>Employability.</b> How is career choice and confidence affected by gender norms and what limitations still persist? Is the workplace an environment that women can flourish?</li> <li>• <b>The biological underpinnings of gender and the “gendered brain”.</b> Early, gender-specific experiences on brain development. The role of neuroplasticity in shaping a gendered world.</li> <li>• <b>Gender in the cyber world and gaming.</b> Recent findings on the role of gender in the cyber space. Additional topics will be offered by invited guests.</li> </ul> <p>All the above will be discussed within the context of intersectionality, feminist theory and will be informed by neuroscience.</p> |  |                              |   |

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

| 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)<br>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.<br>At the end of this module the student will be able to: |  |
|--|--|
| L1   | Understand and evaluate the development of attitudes related to gender.  |
| L2   | Understand how gender attitudes affect behaviour, interaction and life satisfaction.   |
| L3   | Critically evaluate, and reflect on relevant research findings in the area of gender and articulate their usefulness when applied to the world |
| L4   | Explain how gender theories complexity can be understood through social constructs and diversity.  |
| 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 <b>10</b>   |

|  |  |                      |
|--|--|----------------------|
|  | Understanding of a) the relationship between attitudes around gender and human experience and behaviour and b) academic research, as well as a critical and comparative knowledge of relevant research findings on the conceptualisation and impact of gender attitudes.   |                      |
| Practice: Applied Knowledge and Understanding    | <b>SCQF Level 10</b><br>Deconstructing pervasive gender-related attitudes and understand their possible negative impact on individuals and groups. Students will be able to apply the knowledge acquire on this mode use in their everyday life, in their interaction with others in personal, social and professional spaces in a way that enhances and supports equality and fairness. |                      |
| Generic Cognitive skills                         | <b>SCQF Level 10</b><br>Critically assessing relevant literature and research findings and applying this knowledge to their own work.<br>Understanding human behaviour as it is impacted by social attitudes.<br>Engaging in critical discussion and feedback during seminar discussions and in written work.  |                      |
| Communication, ICT and Numeracy Skills           | <b>SCQF Level 10</b><br>Understanding, conceptualising, evaluating and utilising quantitative research findings.   |                      |
| Autonomy, Accountability and Working with others | <b>SCQF Level 10</b><br>Working on their own and in teams throughout the term, on formative and summative assessments and class discussions and debates.   |                      |
| <b>Pre-requisites:</b>                           | Before undertaking this module the student should have undertaken the following:   |                      |
|  | <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>  |   |
| <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><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                    | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(Note: Learning hours |

|   |  |
|---|--|
|   | include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery   | 12   |
| Tutorial/Synchronous Support Activity   | 24   |
| Laboratory/Practical Demonstration/Workshop   | 0  |
| Asynchronous Class Activity   | 36   |
| Independent Study   | 122  |
|   | Hours Total 200  |
| <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>Cleghorn, E. (2021). Unwell Women: A journey through medicine and myth in a man-made world. Orion, London.</p> <p>Fine, C. (2011). Delusions of Gender: The real science behind sex differences. Icon Books, London.</p> <p>Perez, C.C. (2019). Invisible Women. Vintage, Penguin Random House, London.</p> <p>Rippon, G. (2020). The Gendered Brain: The new neuroscience that shatters the myth of the female brain. Vintage, London.</p> <p>Sieghart, M.A. (2021). The Authority gap. Penguin, London.</p> <p>Universities UK. (2016). CHANGING THE CULTURE: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students. Available at: <a href="https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/changing-the-culture.pdf">https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/changing-the-culture.pdf</a></p> <p>WHO (2023). Checklist for ensuring the quality of violence against women surveys <a href="https://iris.who.int/bitstream/handle/10665/374831/9789240086210-eng.pdf?sequence=1">https://iris.who.int/bitstream/handle/10665/374831/9789240086210-eng.pdf?sequence=1</a></p> <p>Journals:</p> <p>Feminism and Psychology</p> <p>Gender and Education</p> <p>Gender and Development</p> <p>Gender and Society</p> <p>Journal of Gender studies</p> <p>Women's Studies: An interdisciplinary journal</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.

### 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>        | Psychology  |
| <b>Moderator</b>                      | A Simpson   |
| <b>External Examiner</b>              | T Fallon  |
| <b>Accreditation Details</b>          |   |
| <b>Changes/Version Number</b>         | 1.0   |

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

The assessment strategy will cover the breadth and depth of the topics covered in each presentation. There will be one reflective portfolio and a written or oral work. The artefacts and reflections will be collaboratively designed. The central theme of the written work can be chosen from a selection that is updated annually.

Assessment 1 – Written assessment (2000 words) in the form of a critical essay focusing on a specific topic covered in the module (e.g. gender-based violence). The students will be asked to focus how emerging research findings can be applied to implement positive changes in the real world (70% of total mark)

Assessment 2 – Reflective portfolio (1000 words or up to 15 mins Discursive). A brief reflection on how awareness of gender issues can be used as a feminist lens to view applications in our culture (30% of total mark)

(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)**

| <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> |
| Written Assignment                   | x                           | x                           |                             | x                           |                             | 70   |                                 |

| <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> |
| Portfolio                            | x                           |                             | x                           |                             |                             | 30   |                                 |

Version Number: MD Template 1 (2023-24)