

University of the West of Scotland
Module Descriptor

Session: 202425

Title of Module: Impact of Psychology			
Code:	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:	G Maciejewski		
Summary of Module			
<p>This module is designed to enhance students' knowledge and understanding of theoretical and empirical research in psychology (acquired in Levels 7-9) by framing these in applied contexts. Students will enhance their psychological literacy by identifying and critically evaluating the contribution of psychology to understanding and addressing a range of social issues – issues that affect many people within a society (e.g., obesity, addiction, social media, climate change). Module content will focus on the societal impact of theoretical and empirical research in psychology, in the context of local and global strategies (e.g., UN Sustainable Development Goals, UKRI priorities). It will promote students' understanding of social inclusion, equity, and sustainable development. Students will be tasked to address a range of unique challenges at the personal, communal, national, and global levels that are not associated with traditional practitioner careers (e.g., counselling and forensic psychology).</p> <p>Using inquiry-based learning and negotiated co-creation, students will find authentic ways to enable their learning and assessment experiences. Students will be tasked to explore topics of their choice, ask questions and find answers on their own, and share their experiences and views on contemporary social issues. This approach decentres the tutor from the learning process and allows for a range of diverse voices to contribute to class discussions.</p> <p>To meet the learning outcomes of the module (see below), students will need to demonstrate competence in multiple areas, such as (i) drawing on and applying their knowledge and understanding of psychology; (ii) integrating and critically evaluating evidence from different branches of psychology, (iii) identifying, conceptualising, and analysing complex social issues, and (iv) presenting and conveying information about those issues to a variety of audiences.</p> <p>By the end of the module, students will have become autonomous, research-minded, analytical, and inquiring thinkers.</p> <p>Purpose and scope of the module: Psychology in applied contexts Contemporary social issues Inquiry-based learning Critical evaluation Academic and non-academic communication skills</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
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					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input 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 detailed and critical understanding of complex social issues
L2	Identify and critically evaluate the contribution of contemporary theoretical and empirical research in psychology to understanding and addressing those issues
L3	Demonstrate the ability to present and convey information about the impact of psychology on those issues to non-academic audiences
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 Drawing on extensive, critical knowledge and understanding of theoretical and empirical research from different branches of psychology and integrating it

Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Applying the aforementioned knowledge and understanding in the context of contemporary social issues</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Critically identifying, defining, conceptualising, and analysing complex social issues</p> <p>Offering insights, interpretations, and solutions to these issues</p> <p>Sourcing, synthesising, and critically evaluating evidence</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Presenting and conveying information about specialised topics to academic and non-academic audiences</p> <p>Communicating with peers and teaching staff on a professional level</p> <p>Using, interpreting, and evaluating a wide range of numerical and graphical data to set and achieve goals</p> <p>Using a range of ICT applications to support and enhance work and adjusting features to suit purpose</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercising autonomy and initiative in learning activities</p> <p>Exercising significant responsibility for identifying and meeting own learning goals</p> <p>Working with others to enhance own learning and bring about change, development, and/or new thinking</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

The module will be delivered via a blended approach with on-campus seminars and asynchronous, self-paced, independent activities. The seminars will mainly comprise groupwork and student-led discussions/debates designed to help students to meet the learning outcomes, using the inquiry-based learning and flipped classroom methods. The asynchronous material, delivered online via the VLE, will comprise a range of activities designed to enhance student learning, assessment performance, and engagement in the on-campus seminars. The module will facilitate co-creation in learning; students will be encouraged to decide which social issues they wish to learn more about and discuss in the seminars.

For assessment purposes, the module will utilise a single portfolio of written work (aimed at non-academic audiences) that allows students to demonstrate competence in relation to all the learning outcomes. There will be an opportunity for formative feedback and co-creation; students will address the learning outcomes in the context of self-selected social issues.

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)
Tutorial/Synchronous Support Activity	36
Independent Study	164
	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:

Journal articles (e.g., British Journal of Psychology) and scientific news articles (e.g., BPS Research Digest)

Kori, K. (2021). Inquiry-Based Learning in Higher Education. In: Vaz de Carvalho, C., Bauters, M. (eds) Technology Supported Active Learning. Lecture Notes in Educational Technology. Springer, Singapore.
https://doi.org/10.1007/978-981-16-2082-9_4

Guides on writing for non-academic audiences, such as:

Ecarnot, F., Seronde, M. F., Chopard, R., Schiele, F., & Meneveau, N. (2015). Writing a scientific article: A step-by-step guide for beginners. European Geriatric Medicine, 6(6), 573-579.
<https://doi.org/10.1016/j.eurger.2015.08.005>

American Psychological Association (2021). How to write for a non-academic audience. Communicating about research is more important than ever. Monitor on Psychology.
<https://www.apa.org/monitor/2021/01/career-write#:~:text=How%20to%20write%20for%20a%20non-academic%20audience%201,your%20outlet%20...%206%20Leverage%20your%20network%20>

In line with the inquiry-based learning nature of this module, specific resources will be selected by students themselves depending on their learning needs

(**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 Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: 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. Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure](#)

For the purposes of this module, Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Equality and Diversity

[UWS Equality, Diversity and Human Rights Code](#)

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University’s Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education & Social Sciences
Moderator	A Law
External Examiner	S Langton

Accreditation Details	BPS
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment: Portfolio of written work
(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
Portfolio of written work	✓	✓	✓	100	0
Combined Total for All Components				100%	XX hours