



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data    |   |                    |                           |             |          |
|-----------------------|---|--------------------|---------------------------|-------------|----------|
| Module Title          | Identities in Psychology  |                    |                           |             |          |
| Module Code           | USPSTX-30-2   | Level              | 2                         | Version     | 2        |
| Owning Faculty        | Health and Applied Sciences   | Field              | Psychology                |             |          |
| Department            | Health and Social Sciences  |                    |                           |             |          |
| Contributes towards   | Psychology - BSc Hons<br>Psychology with Criminology - BSc Hons<br>Psychology with Law - BSc Hons<br>Psychology with Sociology - BSc Hons |                    |                           |             |          |
| UWE Credit Rating     | 30  | ECTS Credit Rating | 15                        | Module Type | Standard |
| Pre-requisites        | USPJLS-30-1; Introduction to Psychology <i>or equivalent</i>  |                    | Co- requisites            | None        |          |
| Excluded Combinations | None  |                    | Module Entry requirements | None        |          |

| Part 2: Learning and Teaching |  |
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| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Place “social psychology” and “individual differences” within their historical context, and demonstrate an understanding of fundamental conceptual issues in psychology, e.g. the nature of knowledge, models of the person, and the status of findings - Component A, Component B (<i>Element 2: Essay</i>)</li> <li>2. Critically evaluate modern theories of development (constructivist, social constructionist, information processing and transactional accounts) and understand how these relate to the development of social identities and individual differences - Component A, Component B (<i>Element 1: Reflective portfolio</i>)</li> <li>3. Demonstrate an understanding of, and clearly distinguish between, the major theoretical strands within social psychology and individual differences - Component A, Component B (<i>Element 1: Reflective portfolio</i>)</li> <li>4. Demonstrate an understanding of how theories within developmental psychology, social psychology and individual differences can be applied to an understanding of human social experience - Component B (<i>Element 2: Essay</i>)</li> <li>5. Critically consider the development of, and relationship between, different methods and approaches used by psychologists to understand the social world - Component B (<i>Element 1: Reflective portfolio</i>)</li> </ol> |
| Syllabus Outline              | <p>In this module, students will take an integrated approach to a range of contemporary theories and research in social psychology, individual differences and developmental psychology. The module will incorporate social cognitive, social constructionist and critical theory perspectives. The syllabus will focus on the development of social identities and individual differences. It will include areas such as:</p> <ul style="list-style-type: none"> <li>• Social and emotional development through childhood and adolescence</li> <li>• Peers, friendship and relationships</li> <li>• Self and identity (including non-traditional identities)</li> <li>• Personality</li> </ul>  |

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|                                  | <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Creativity</li> <li>• Attitudes</li> <li>• Stereotypes</li> <li>• Attribution</li> <li>• Schema</li> <li>• Gender</li> <li>• Crowds</li> <li>• Group processes</li> </ul> <p>Students will develop skills in the following areas:</p> <ul style="list-style-type: none"> <li>• Effective written and face-to-face communication,</li> <li>• Retrieval and organization of information from different sources,</li> <li>• Critical evaluation of source material,</li> <li>• Making critical judgments and evaluations to gain different perspectives on a question.</li> </ul>   |
| Contact Hours                    | <p>As a 30-credit module this module assumes 300 hours of study on the part of the student.</p> <p><b>Scheduled learning</b> for this project will be approximately 72 hours and may take several forms. This will be delivered through a combination of lectures, seminars, and workshops in order to maximise student engagement with the material. There will be 3 hours of contact time per week for 24 weeks.</p> <p><b>Independent learning</b> – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p> <p>To complement face-to-face teaching use of UWE-endorsed VLE packages will be used. This will include mainly a comprehensive use of the tools offered through Blackboard.</p> <p>Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard or Lync.</p>   |
| Teaching and Learning Methods    | <p>Teaching will consist of a combination of lecture, seminar, and workshop in order to maximise student engagement with the material.</p> <p><b>Scheduled learning</b> includes lectures, seminars, workshops, and tutorials. Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard or Lync.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. Typically it is expected that students would spend approximately</p> <ul style="list-style-type: none"> <li>• 144 hours reading and preparing for scheduled sessions</li> <li>• 24 hours on revision activity</li> <li>• 60 hours on coursework preparation</li> </ul> <p><b>TEL:</b> MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p> |
| Key Information Sets Information | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>   |

| <b>Key Information Set - Module data</b> |   |                         |                       |                 |
|--|---|-------------------------|-----------------------|-----------------|
| <i>Number of credits for this module</i> |   |                         |                       | 30              |
| Hours to be allocated                    | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 300                                      | 72  | 228                     |                       | 300             |

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

| Total assessment of the module:      |      |
|--------------------------------------|------|
| Written exam assessment percentage   | 50%  |
| Coursework assessment percentage     | 50%  |
| Practical exam assessment percentage |      |
|                                      | 100% |

#### Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **core reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

#### Further reading

Students will be encouraged to identify relevant further reading resources for themselves, and guidance will be given on how to identify, access and evaluate such resources. Students will also be supplied with lists of further reading. All the sources listed will be available in the library or open access.

#### On-line reading list

<https://uwe.rl.talis.com/lists/961D7216-B782-DDD2-106F-563C0C9314EA.html>

### Part 3: Assessment

#### Assessment Strategy

The assessment has been designed to encourage engagement with the module, critical evaluation and self-directed study.

The controlled summative assessment is a summer exam. The exam will examine the breadth of knowledge and understanding (focusing mainly on LOs 1, 2 and 3).

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|  | <p>The coursework summative assessment (Component B) consists of two elements: 1) Reflective Portfolio, and 2) Essay.</p> <p>The coursework component is designed to foster students' ongoing engagement with the course by providing opportunities for feedback and the development of their critical thinking, theorising and academic writing. The activities in Component B will examine students' understanding of, and reflection, on the module content (focusing on LO 2, 3, 4 &amp; 5).</p> <p>The Refelctive Portfolio element of Component B encourages a wide range of learning and engagement across the breadth of the module, Specifically it allows for an assessment of reflection skills in relation to a number of topic areas and capacity to think critically about these topic areas and Psychology in general (focusing on LO 2, 3, &amp; 5). The portfolio is likely to consist of written reflective essays and/or reflective journal entries, but could in the future be in the form of an oral or poster presentations. The precise requirements will be clearly indicated through the assessment handbook given to students at the beginning of the module and supported by activities and workshops in the module.</p> <p>The 1000 word Essay element of Component B will enourage critical discussion of one of the designated topic areas. Students will be given a choice of two or more essay titles (focusing on LO 1 &amp; 4).</p> |
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| Identify final assessment component and element                                  | <b>Components A (Summer Exam)</b>                      |                        |
| % weighting between components A and B (Standard modules only)                   | <b>A:</b><br><b>50</b>                                 | <b>B:</b><br><b>50</b> |
| <b>First Sit</b>   |  |                        |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |                        |
| 1. Exam (2 hours)  | 100  |                        |
| <b>Component B</b>   |  |                        |
| <b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |                        |
| 1) Reflective Portfolio (1000 words)   | 40   |                        |
| 2) Essay (1000 words)  | 60   |                        |

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| <b>Resit (further attendance at taught classes is not required)</b>  |  |  |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |  |
| 1. Exam (2 hours)  | 100  |  |
| <b>Component B</b>   |  |  |
| <b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |  |
| 1) Reflective Portfolio (1000 words)   | 40   |  |
| 2) Essay (1000 words)  | 60   |  |
| <p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> |  |  |

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|-----------------------------------|---------------------------------|---------|---|---------------------------|
| First CAP Approval Date           | 28/3/2014                       |         |   |                           |
| Revision<br>ASQC<br>Approval Date | ASQC Chairs<br>action July 2018 | Version | 2 | <a href="#">RIA 12715</a> |