



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Identities in Psychology				
Module Code	USPSTX-30-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc Hons Psychology with Criminology - BSc Hons Psychology with Law - BSc Hons 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	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
--------------------------	------------

Part 2: Learning and Teaching	
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)</li> <li>2. Critically evaluate modern theories of development (constructivist, social constructivist, information processing and transactional accounts) and understand how these relate to the development of social identities and individual differences. (Component A, Component B, element 1)</li> <li>3. Demonstrate an understanding of, and clearly distinguish between, the major theoretical strands within social psychology and individual differences (Component A)</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 A, Component B, elements 1 &amp; 2)</li> <li>5. Critically consider the development of, and relationship between, different methods and approaches used by psychologists to understand the social world. (Component A, Component B, elements 1 &amp; 2)</li> </ol>
Syllabus Outline	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

	<p>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> <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</p>

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.

**Key Information Sets Information**

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.

<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.
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p><b>Books</b></p> <p>Brown, R. &amp; Gaertner, S. (2001) <i>Blackwell handbook of social psychology: intergroup processes</i>. Oxford: Blackwell.</p> <p>Gillibrand, R., Lam, V., &amp; O'Donnell, V. (2011) <i>Developmental Psychology</i>. London: Pearson Prentice Hall.</p> <p>Harré, R. (2006) <i>Key Thinkers in Psychology</i>. London: Sage.</p> <p>Leahey, T. H. (2004) <i>A History of Psychology : Main currents in psychological thought</i>. London: Pearson Prentice Hall.</p> <p>Maltby, J. &amp; Macaskill, A. (2007) <i>Personality, Individual Differences and Intelligence</i>. London: Prentice Hall.</p> <p><b>Journals</b></p> <p>British Journal of Developmental Psychology  British Journal of Social Psychology  Developmental Psychology  Personality and Individual Differences  Personality and Social Psychology Bulletin  Personality and Social Psychology Review</p>

### Part 3: Assessment

Assessment Strategy	<p>The assessment has been designed to encourage engagement with the module, critical evaluation and self-directed study.</p> <p>The controlled summative assessment is a summer exam. The exam will examine the breadth of knowledge and understanding (focusing mainly on LOs 1, 2 &amp; 3).</p> <p>The coursework summative assessment includes an individual presentation and a coursework portfolio. The presentation will examine the depth of students' knowledge and critical evaluation skills (focusing mainly on LOs 2 &amp; 4) as well as providing students with skills in presentation. The coursework portfolio is designed to foster students' ongoing engagement with the course by providing frequent opportunities for feedback. The activities in the Portfolio will examine students' understanding of, and reflection, on the module content (focusing on LO 5).</p>
---------------------	--

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Exam (2 hours)	100	

<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Individual presentation	75
2. Coursework portfolio	25

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Exam (2 hours)	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Written exam on presentation topic	75
2. Coursework portfolio	25
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.	