



Module Specification

Critical Thinking (Psychology)

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Part 1: Information

Module title: Critical Thinking (Psychology)

Module code: USPKJW-15-1

Level: Level 4

For implementation from: 2026-27

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The first year of our psychology undergraduate degree programme introduces students to various theoretical perspectives within the discipline and aims to begin the process of developing the key skills required for successful completion of their degree. This module, 'Critical Thinking', aims to help students develop some of these skills, which are essential benchmarks of a psychology graduate and of a psychologist.

Features: Not applicable

Educational aims: This module aims to develop students' critical thinking skills, so that by the end of the module they will understand the importance of the scientific method, they will look at information with a critical eye, they will be better at building arguments, and they will be better at reading, writing, referencing, and summarising research articles.

Outline syllabus: Students will have the opportunity to engage with critical thinking at a number of levels; for example:

Key skills – necessary both for academic and broader achievement. The capacity for ethical reflection; conceptual analysis; logical argument; using and exposing abuse of statistics; critique; normative reasoning; self reflection.

Critical engagement with the world outside academia as a source of information and as a realm of problematic issues to be engaged with.

Becoming aware of the potential role of academia and knowledge creation in creating and perpetuating irrationality and injustice and of the role of academia as an agent of positive change through reflection on its relations to wider institutions and social and natural systems.

These areas of critical thinking will arise in the context of exploring substantive topics that may include:

What is University for?

What is critical thinking and why is it important?

Fallibility in Human Cognition and Reasoning

Epistemology and the Scientific Method: The Fallibility of 'Knowledge'

The Fallibility of Psychology as a discipline

The Fallibility of Communication

The Role and Ethical Responsibility of the Discipline

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of pedagogical approaches are used to encourage the active engagement of students.

Scheduled teaching consists of a combination of lectures, seminars, workshops, and practical classes, via either on-campus or online delivery, in order to encourage student engagement with the material. Lectures introduce relevant concepts, theories, methods, and evidence; whereas seminars, workshops, and practical classes provide the opportunity to engage in a range of experiential-learning activities designed to foster deeper insights into the material.

Independent learning includes hours engaged with reading and assessment preparation.

'Blackboard', our virtual learning environment, is used to support students' learning, primarily by providing access to learning materials, but also by enabling and facilitating activities, whether conducted remotely or in on-campus teaching spaces. Students engage with the materials, as well as other students and members of staff, making use of the range of functionalities supported by the platform (e.g., quizzes, blogs, journals, discussion boards, artificial intelligence tools, and both live and pre-recorded audio and video communications), as appropriate for the module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Understand key aspects of psychology, including acquisition of coherent and detailed knowledge as it relates to critical thinking.

MO2 Demonstrate an appreciation of the uncertainty, ambiguity, and limits of knowledge.

MO3 Communicate using structured and coherent arguments.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Staff-guided learning = 36 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Assessment Task: A coursework portfolio. The content of the portfolio in its entirety is equivalent to 1500 words (maximum) of written work.

Students provide evidence of the application of critical thinking within topics in psychology and that their thinking has developed in relation to a specific topic or some aspect of their own beliefs or assumptions as a consequence of the application of critical thinking. Evidence may include writing blogs, for example.

Formative feedback is embedded within teaching sessions with specific time allocated for assessment support.

Assessment tasks:

Portfolio (First Sit)

Description: A coursework portfolio. The content of the portfolio in its entirety is equivalent to 1500 words of written work (maximum).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: A coursework portfolio. The content of the portfolio in its entirety is equivalent to 1500 words of written work (maximum).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology {Foundation} [Frenchay] BSc (Hons) 2024-25

Psychology {Foundation} [Frenchay] BSc (Hons) 2025-26

Psychology [Frenchay] BSc (Hons) 2026-27

Psychology [Frenchay] BSc (Hons) 2026-27

Psychology [Frenchay] BSc (Hons) 2026-27

Psychology [Frenchay] BSc (Hons) 2026-27

Psychology {Foundation} [Frenchay] BSc (Hons) 2025-26

Psychology {Foundation} [Frenchay] BSc (Hons) 2024-25