



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Individual Differences and Biological Psychology				
Module Code	USPJLY-20-2	Level	2	Version	1.1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc(Hons)				
UWE Credit Rating	20	ETCS Credit Rating	10	Module Type	Standard
Pre-requisites	USPJLS-30-1; Introduction to Psychology		Co- requisites	USPJLA-30-2; Research Design and Analysis 2	
Excluded Combinations	USPJLD-30-2; Biological Psychology and Individual Differences 2		Module Entry requirements	N/A	
Valid From	September 2012		Valid to	September 2016	

CAP Approval Date	10 October 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>The student will be able to:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the genetic, neurochemical, and psychopharmacological bases of behaviour. - critically evaluate methods and measures within neuroscience and psychophysiology. - demonstrate a critical understanding of individual differences approaches to personality, emotional regulation, intelligence and creativity. - evaluate the implications of individual differences approaches to the conceptualisation of personality and intelligence.
Syllabus Outline	<p>This module builds on the Year 1 grounding in the psychology of biological psychology and individual differences to develop a detailed understanding of specific topics in the area.</p> <p>Biological psychology will include areas such as: Pain, stress, sleep (and sleep disorder). The neurochemistry and neuropsychology of individual differences. The functionality of brain and nervous system, and neuropsychological consequences of trauma.</p> <p>Individual Differences will include areas such as: Personality Humour Creativity Intelligence Measurement and testing of individual differences</p>
Contact Hours/Scheduled Hours	24 hours of lectures are timetabled, with 24 hours of workshops.

Teaching and Learning Methods	<p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students. These will include lectures, workshops and seminars.</p> <p>As with other content modules, students will also enjoy small group sessions based on their facilitated learning groups. These will enable further exploration of issues raised by lectures and guided study activities. These facilitated groups will make joint use of the test materials for individual differences and the psychophysiological laboratory based equipment, as the media through which students' personal development and the acquisition of study and key transferable skills will be fostered.</p>
Reading Strategy	<p>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.</p> <p>Any essential 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. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Students will be provided with a reading pack including essential reading for the lectures and seminar. There will also be recommended reading list for each topic available through blackboard. Example references</p> <p>Andreassi J. L. (2007). Psychophysiology: Human Behaviour and Physiological Response (5th Edn). Hillsdale: Lawrence Erlbaum.</p> <p>Carlson. N. R. (2007) Physiology of Behavior (9th Edn). Massachussetts: Pearson/Allyn and Bacon.</p> <p>Stern, R. M., Ray,W. J. & Quigley, K. S. (2001). Psychophysiological Recording. Oxford: Oxford University Press.</p> <p>Ward, J. (2006) A Student's Guide to Cognitive Neuroscience. Hove: Psychology Press.</p> <p>Individual Differences</p> <p>Deary, I. (2000). Looking down on Intelligence: From psychometrics to the brain. Oxford: Oxford University Press.</p> <p>Kring, A. M., Davidson, G. C., Neale, J. M., & Johnson, S. L. (2007). Abnormal Psychology. New York: John Wiley & Son.</p> <p>Maltby, J. & Macaskill, A. (2007). Personality, Individual Differences and Intelligence. London: Prentice Hall.</p> <p>Journals:</p> <p>Biological Psychology Brain and Behaviour Cognitive, Affective and Behavioral Neuroscience Developmental Neuroscience Developmental Psychobiology European Journal of Neuroscience European Journal of Personality Intelligence International Journal of Neuroscience Journal of Clinical Neuroscience Journal of Cognitive Neuroscience Journal of Psychophysiology Journal of Personality Assessment Journal of Research in Personality Learning and Individual Differences</p>

	Neuroscience Neuroscience Research Personality and Individual Differences Personality and Social Psychology Bulletin Personality and Social Psychology Review Psychobiology Psychological Bulletin Psychological Review Psychophysiology
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Part 3: Assessment

Assessment Strategy	This module is assessed on the basis of 50% coursework and 50% exam. This will include: Component A (controlled): Description of each element (within Component) EX1 1 Hour Examination (Biological Psychology) Assessment Period 1 EX2 1 Hour Examination (Individual Differences) Assessment Period 2 Component B (coursework): CW1 Computer-marked assessment
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 1 Hour Examination (Biological Psychology) Assessment Period 1	50%
2. 1 Hour Examination (Individual Differences) Assessment Period 2	50%
Component B Description of each element	Element weighting (as % of component)
1. CMA (Computer marked assessment)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 1 Hour Examination (Biological Psychology) Assessment Period 1	50%
2. 1 Hour Examination (Individual Differences) Assessment Period 2	50%
Component B Description of each element	Element weighting (as % of component)
1. CMA (Computer marked assessment)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.