



University of the
West of England

MODULE SPECIFICATION

Code: USPJKP-20-2 **Title:** Perspectives on Biological Psychology and Individual Differences
Version: 1

Level: 2 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
USPJCK-20-1 Perspectives in Psychology

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

- understand the basic structure and functions of the nervous system; identify key processes and their role in basic cognitive functions;
- compare and contrast the major theories of motivation, intelligence and personality;
- relate theories of individual differences to underlying biological processes;
- compare, contrast and evaluate research methodologies and theoretical approaches across the domains of biological and individual psychology.

Syllabus Outline:

Biological psychology:

cortical and sub-cortical structures in the brain; the structure and division of the nervous system; functionality in respect of cognition; systems and processes involved in sensory perception and sleep.

Individual differences:

theories of personality, motivation and emotion, both classical and contemporary; evolutionary, cognitive, and social psychological perspectives on individual differences; biological processes underlying motivation, emotion and personality e.g. the biological and social elements of love, sex and attraction.

Teaching and Learning Methods:

A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students.

The course will be presented in fortnightly lecture sessions of 2 hours. This format will facilitate an interactive and multi-media teaching and learning experience.

There will also be a programme of seminars and practicals which will give students the opportunity to explore topics in more depth.

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 **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.

Indicative Reading List:

Recommended text:

Passer, M.W. et al (2009) Psychology: The Science of Mind and Behaviour, European Ed. McGraw-Hill

Current editions of:

Carlson, N. R. (2004). Physiology of Behavior. Massachusetts: Allyn and Bacon.

Cervone, D., & Pervin, L. A. (2007). Personality: Theory & Research. Chichester: Wiley & Sons, Ltd.

Cooper, C. (2002). Individual Differences. London: Arnold

Pinel, J. P. (2006). Biopsychology. Boston: Allyn and Bacon.

Reeve, J (2005). Understanding Motivation and Emotion. NJ: Wiley

Ward, J. (2006) A Student's Guide to Cognitive Neuroscience. Hove: Psychology Press.

Assessment:

Weighting between components A and B (standard modules only) A: 40% B: 60%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

EX1 Examination (1.5 hrs)

Element Wt (Ratio)

(*within Component*)

Final Assessment 1

Component B

Description of each element

CW1 Coursework essay (2000 words)

Element Wt (Ratio)

(*within Component*)

1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (*controlled*)
Description of each element
EX2 Examination (1.5 hrs)

Element Wt (Ratio)
(*within Component*)
Final Assessment 1

Component B
Description of each element
CW2 Coursework essay (2000 words)

Element Wt (Ratio)
(*within Component*)
1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)