




**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	People and Social Science				
Module Code	UZQRVA-30-0	Level	0	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	<p>BA (Hons) awards in: Philosophy, Criminology, Sociology, Politics and International Relations, Criminology and Sociology.</p> <p>BSc (Hons) awards in: Psychology, Psychology with Sociology, Psychology with Criminology, Sociology with Psychology, Sociology with Criminology, Criminology with Psychology.</p>				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		

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. Recognise the main theoretical perspectives within Psychology and its sub-disciplines: Social, Biological, Cognitive, Developmental and Individual Differences (Component A1&amp;2 and B);</li> <li>2. Understand a range of methodological approaches to Psychological research (Component A1&amp;2 and B);</li> <li>3. Appreciate the interconnected and overlapping character of nominally different sub-disciplines and Social Sciences more broadly (Component A1&amp;2 and B);</li> <li>4. Appreciate applications of Psychological knowledge (Component A1&amp;2 and B)</li> </ol>

Syllabus Outline	<p>The module will introduce students to appropriate topics and approaches to Psychological research and theorising. They will also be introduced to the key transferable skills that studying Psychology will help them develop as they progress.</p> <p>An appreciation of a learner's relationship with others in the context of scientific endeavours will enhance the effectiveness of students as they work through the module. The syllabus will be structured with the aim of providing sufficient experience of learning and teaching to enable students to gain the skills required for progression onto the degree level in the social science disciplines.</p> <p>Specifically, the module will introduce the following:</p> <ul style="list-style-type: none"> <li>• Introduction to perspectives in Psychology.</li> <li>• Selected topics in Developmental, Cognitive, Social, Humanistic and Differential Psychology.</li> <li>• Practical introduction to selected research designs, methods and data analysis - including experiments and surveys; psychophysiological measurement techniques and psychometrics; descriptive and inferential statistics using both paper and pencil and statistical software.</li> <li>• Learning Skills. Within the context of the " Group Presentation" students will engage in activities relating to this task: academic reading, literature and information searching, use of appropriate software for presentations, time management, planning.</li> </ul>
Contact Hours	<p>Students are typically expected to have 3 hours of contact time per week over a 24 week period of study. Contact time comprises of a mixed model of instruction that includes lectures, seminars/practical sessions and online activities/sessions delivered within a virtual learning environment (e.g., online lectures, asynchronous discussions, virtual classrooms, etc.). Contact time is primarily based on in-class sessions with half of the time being based on lecture-based sessions and the other half on seminar/practical-based sessions.</p>
Teaching and Learning Methods	<p>A variety of learning approaches will be used. Taught sessions will utilise TEL where possible, to support pedagogy of Inductive Learning where the students will engage in facilitated activities such as, debates, case studies, problem based learning etc.</p> <p>Workshop sessions will provide opportunities for data handling and interpretation, problem solving and discussions with academic staff.</p> <p>Student independent learning (&gt;70% of module allocated time) will be supported with interactive revision material, workbooks and the University's E-Learning Environment (Blackboard)</p> <p><b>Scheduled learning</b> includes lectures and workshops.</p> <p><b>Independent learning:</b> includes hours engaged with essential reading, assignment preparation and completion. Students will be given support with this through the workshops</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 and In-class test

**Coursework:** Group presentation and SWOT portfolio

Total assessment of the module:			
MCQ exams assessment	(practical presentation under con		50%
Coursework assessment percentage (Psychology portfolio)			50%
			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 **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.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

#### Indicative Reading List

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. Current advice on additional reading will be available via the module guide or Blackboard pages. (Current editions of)

Hayes, N. Psychology Hodder Education

Davey, G. (ed.) Complete Psychology. London: Hodder and Stoughton.

Gross, R. Key studies on Psychology Hodder Education

Schacter, D. Gilbert, D. Wegner D. Hood, B. Psychology. Palgrave  
Zimbardo, P. Johnson, R McCann V Psychology Pearson Education M.U.A.

### Part 3: Assessment

#### Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and skills which will support progression onto the destination programme, whilst ensuring that the modules Learning Outcomes are attained, as described below.

#### *Component A: Controlled Conditions*

This assessment will provide students with an opportunity to demonstrate both their knowledge on a broad range of topics through a series of multiple-choice questions. This assessment will test a range of the learning outcomes and will provide a valuable learning experience through recalling and demonstrating knowledge, which will be of benefit when progressing to UG Programmes in the Faculty.

#### *Component B: Coursework (Portfolio)*

Students must provide evidence of understanding related to the learning outcomes of this module. To do this, a portfolio of learning is used to ensure that there is an opportunity for academic development and engagement with the module throughout the year. Such evidence may be made up of a range and number of parts. This might include in-class presentations, reflection logs, report writing – and/or online activities such as blogging or interactive question answering for example. The portfolio provides flexibility and scope for such a range of evidence of learning and as such, the content of the portfolio may change from year to year. The required assessments for the portfolio will be clearly indicated to students through their module handbook at the beginning of the module. Clear guidance on the weighting of different aspects of the Portfolio as well as marking criteria for each will also be provided in the module handbook. The resit portfolio will be a single submission providing students with the opportunity to reflect and improve on their first attempt.

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

<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 (as % of component)</b>	
1. Examination (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Psychology Portfolio	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures the assessment will be that indicated by the Module Description at the time that retake commences.		

**FOR OFFICE USE ONLY**

First CAP Approval Date	31/5/2016			
Revision CAP Approval Date	31 May 2017	Version	2	<a href="#">RIA 12312</a>