

Module specification

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Module Code	PSY423
Module Title	Concepts and Debates in Psychology
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with foundation year	Core

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will introduce students to the conceptual and historical issues presented across the key topics in Psychology. Students will receive an overview of competing and evolving theoretical perspectives to provide a foundational understanding of approaches to the discipline from its conceptualisation to the modern-day application.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Demonstrate an appreciation for the conceptual and historical development of Psychology.
2	Evaluate the key perspectives and approaches in psychology
3	Demonstrate an understanding and appreciation of key theoretical perspectives within psychology.
4	Apply key theoretical perspectives to a relevant area of Psychology

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: 1500-word essay focused on historical debates and/or issues within psychology (e.g. to compare two historical movements in psychology or to evaluate a key debate in psychology)

Assessment 2: 15-minute presentation to present a theoretical perspective and its application to a relevant area of psychology.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Written Assignment	1,500 word	50%	N/A
2	3,4	Presentation	15-minute	50%	N/A

Derogations

None

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities. Exercises will include quizzes, discussions, and debates. Student will also be given directed and self-directed learning opportunities and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. All

learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures. The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- Psychology as a science
- Psychology and ethics
- Core debates (such as, free will and determinism, and heredity and environment)
- Cultural issues
- Conceptual and historical issues in psychology
- Introduction to developmental psychology
- Introduction to cognitive psychology
- Introduction to biological psychology
- Introduction to social psychology
- Introduction to individual differences

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

APA. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association.

Gross, R. (Ed.) (2020). *Psychology: The science of mind and behaviour* (8th ed.). Hodder

Education.

Other indicative reading:

Gross, R. (2023). *Themes, issues and debates in psychology* (5th ed.). Taylor & Francis

Administrative Information

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Initial approval date	April 2026
With effect from date	September 2026
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