

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	PSY517
Module Title	Personality and Individual Differences
Level	5
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
BSc (Hons) Criminal Psychology	Core

Breakdown of module hours

Learning and teaching hours	30 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	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will encourage students to examine the concepts of personality and intelligence (including emotional intelligence). Students will be able to develop an appreciation of the ways in which these concepts influence the behaviour of the individual in everyday life. The students will gain an in-depth understanding of psychometric tests employed in the field.

Module Learning Outcomes

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

1	Critique trait or type theories of personality or theories of intelligence.
2	Evaluate some of the psychometric tests employed for the assessment of personality or intelligence.
3	Demonstrate an in-depth understanding of the complex inter-relationship of personality and intelligence.
4	Critically analyse the implications of individual differences on diagnosis of psychological disorders and, personality disorders.
5	Gain an understanding of empirical studies that employ an individual differences approach.

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:

A 3000-word case study.

Assessment 2:

A poster presentation based on an area of individual differences with a three-minute recorded audio.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3	Written Assignment	3,000	70	N/A
2	4, 5	Presentation	3 minutes	30	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, directed and self-directed learning, 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. During the workshops/seminars, students will have the opportunity to experience related psychometric tools. This may involve completion of an established scale and manual calculation of scores and/or hands-on experience of other individual difference tools (i.e., intelligence tests).

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

- Theories of personality and personality development
- Type and trait models of personality
- Individual difference in personality, intelligence, and cognitive styles
- Positive psychology and personality
- Psychometric testing
- Psychological and personality disorders
- Emotional intelligence and intelligence
- Individual differences in everyday life
- Issues in measuring individual differences and diagnosing disorders

Indicative Bibliography

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

Essential Reads:

Maltby, J., Day, L., & Macaskill, A. (2022). *Personality, individual differences and intelligence (5th ed.)*. Pearson Educational.

Cripps, B. (Ed.). (2017). *Psychometric testing: Critical perspectives*. Wiley Blackwell



Other indicative reading:

Briggs-Myers, I., & Myers, P.B. (1995). *Gifts differing. Understanding personality type*. Davies-Black.

Cooper, C. (2010). *Individual differences and personality (4th ed.)*. Arnold.

Franken, R. (2007). *Human motivation (6th ed.)*. Wadsworth.

Gardner H. (2006). *Multiple intelligences: New horizons*. Basic Books.

Sternberg, R.J., Lautrey, J., & Lubart, T.L. (2003). *Models of human intelligence. International perspectives*. American Psychological Association.

Journals

Personality and Individual Differences

European Journal of Personality

Journal of Personality

Journal of Personality Assessment

Journal of Psychopathology and Clinical Science

Administrative Information

For office use only	
Initial approval date	15 th May 2024
With effect from date	September 2024
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