1. **Title of the module**

PSYC5290 (SP529) - Personality

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

Compulsory to :

* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology (with Studies in Europe)
* BSc in Social Psychology

Not available as an elective module. Not available to Short Term Credit Students.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate knowledge of personality theories
   2. Demonstrate knowledge and understanding of the research methods used in the measurement of personality and in the prediction of behaviour from personality
   3. Demonstrate an Integrative understanding of personality theories.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate critical thinking
   2. Demonstrate development of writing skills, such as clarity
   3. Demonstrate development of reading skills
   4. Demonstrate time management and preparation
   5. Organise information in a clear way
3. **A synopsis of the curriculum**

The module provides a comprehensive overview of the main theories in personality and differential psychology and introduces a number of key topics in research on personality and individual differences. We will consider what personality is, why it differs between people, and what the impact is of personality on life outcomes. The module introduces students to the basic principles of the scientific study of personality and the major dimensions of personality variation. We examine personality change and stability, the biological bases, and genetic and environmental influences. We will also focus on other important individual differences such as mental abilities (intelligence), political attitudes, religious beliefs and sexuality.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Ashton, M. C. (2013). Individual Differences and Personality (2nd ed.). London: Academic Press

Ashton, M. C. (2017). Individual Differences and Personality (3rd ed.). London: Academic Press

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 125

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Research Proposal 2,000 words 40%

Examination 2 hours 60%

13.2 Reassessment methods

Like for Like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** |  |  |
| Seminar |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Research Proposal (2,000 words) | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** |  | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11.02.21 | Minor | September 2020 | 7, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018