

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Psychology Dissertation			
Code: PSYC10004	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Scott		
Summary of Module			
The module comprises a supervised independent research study on an empirical topic in Psychology. In Level 9 a preparatory session introduces students to the dissertation project proposal process. This will outline staff supervision interests, the importance of ethics and the viability and scope of dissertation projects. Following this session, students will discuss with potential supervisors the validity of their project ideas. Full ethical approval is required to prior to the start of the study. When approved, the study will be carried out and reported via a dissertation. Students are also required to complete a presentation. Guidance is given through a series of synchronous and asynchronous activities, and individual meetings with the supervisor. Supervisors will also spend some of their contact time with students discussing and reflecting on the employability skills obtained on the module. This module will develop the following graduate attributes: Critical Thinking; Analytical Skills; Inquiry Skills; Problem Solver; Incisiveness; Innovator. The module is compulsory for Psychology single honours and a pass is mandatory for British Psychological Society accreditation. - Engaging with scientific literature in an area of current psychology - Conducting an empirical research study in a current area of psychology - Performing appropriate analysis and report, interpret the findings in line with Psychology standards - Presenting research findings in a conference-style setting			

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate an independent approach to research and write a research proposal which is ethically viable and submit an ethics application.
L2	Demonstrate the ability to develop and investigate a research question.
L3	Critically evaluate existing research literature and reflect analytically on the research process.
L4	Demonstrate the application of standard psychological research methods in how research findings can be collected, analysed, evaluated, and presented in oral and written forms
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level 10 Demonstrate the ability to show that knowledge covers and integrates most of the principle areas, features, boundaries, terminology and conventions of the subject area/discipline.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Identify and describe questions for empirical investigations, formulate appropriate research questions and operationalise constructs appropriately. Appreciate and apply appropriate ethical standards to the research process. Have the ability to select, conduct, and analyse /evaluate appropriate laboratory and non- laboratory measurements of behaviour.
Generic Cognitive skills	SCQF Level 10 Demonstrate effective information retrieval and handling skills where appropriate. Demonstrate the ability to describe and critically evaluate research literature. Demonstrate the ability to analyse, evaluate and use data in a variety of forms, including numerical and statistical data.
Communication, ICT and Numeracy Skills	SCQF Level 10 Demonstrate the ability to present information to an informed audience. Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within a research context. Communicate with professional level peers and subject specialists. Complete an appropriately structured CV
Autonomy, Accountability and Working with others	SCQF Level 10 Demonstrate the ability to undertake self-directed study to achieve specified goals. Demonstrate the ability to work independently and manage

	one's own time. Demonstrate effective time and resource management to achieved desired objectives. Function as an independent learner capable of adopting a self-reflective approach to learning. Understand and appreciate the need to conduct practical work in line with BPS ethical guidelines.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09019	Module Title: Applying Psychology Methods
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Supervision: Students will be supervised by a member of staff who has the appropriate expertise in the proposed area of study, and who will guide the student through the research. Supervision times will be by mutual agreement, and will not only focus on the specific content of the research project but will also emphasize the generic nature of the skills that have been acquired through the workshops and also through years 1-3. In addition to guidance on the specific project, the supervisor will provide a point of contact through which students reflect on and curate a record of employment skills and graduate attributes. Lecture/Core Content delivery refers to synchronous activities and Tutorial/Synchronous Support Activity refers to one to one supervision sessions. Asynchronous Class Activity refers to presentation. While working in a peer style relationship with a member of staff, this module allows students to bring together a number of skills developed within	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

the programme in a focused manner, e.g. time management, critical analysis, developing autonomy, and IT, numeracy and literacy skills. The assessment strategy has been devised to encourage students to effectively plan their dissertation process and provide a second point for ethical review of any research tools that will be employed in the data collecting process. Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	24
Independent Study	358
Personal Development Plan	6
Asynchronous Class Activity	2
	Hours Total: 400
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bell, P., Staines, P., and Mitchell, J. (2001). Evaluating, doing and writing research in Psychology. London: Sage. Berry, R. (1994). The research project: How to write it. London. Routledge. (also a 2000 edition) Field, A. (2018). Discovering statistics using IBM SPSS. London: Sage Publications. Field, A. and Hole, G. (2003). How to design and report experiments. London: Sage. Smith J. A. (2015). Qualitative Psychology. London: Sage Publications. In addition, Journal articles relevant to the research topic must be sourced by the student.	

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & social Work
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	UG/ PG Psychology
Moderator	A Marsh
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	2.1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Oral Presentation weighted at 20%
Assessment 2: Written Report of the Research weighted at 80%
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation				✓		20	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written report	✓	✓	✓	✓		80	0

Combined Total for All Components						100%	0 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)