Module Descriptor

Title	Psychology Research Dissertation		
Session	2025/26	**Status**	Validated
Code	PSYC11004	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	G Bruce		

Summary of Module

This module introduces students to independent empirical research in psychology. This is done through a series of taught workshops which run alongside a supervised independent research study.

Prior to selecting a topic students will receive sessions outlining staff research interests and potential project areas and given the opportunity to discuss their project ideas individually with potential supervisors.

Throughout the module, workshops will cover key issues which support the research project. These include topics such as ethics, analysis, and developing the skills required to disseminate findings both in written and oral formats. This module will build on skills developed throughout the programme to enable students to act as independent researchers. Furthermore, students completing this module will show competency in both registering research ideas and in producing a manuscript suitable for publication thus demonstrating that they are ready to embark on a research career and have the graduate skills to do so. They be able to demonstrate several graduate skills including being research-minded, ethically-minded, analytical and autonomous

In terms of final assessment, students will be required to disseminate their research via an individual presentation and a dissertation written in an academic, 'journal-style' format.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☒ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically review and synthesise an extensive body of literature on a specific topic and formulate a research question.
L2	Present a summary of this research to an informed audience.
L3	Design, implement and present an independent piece of research in a standard, written academic format.
L4	Analyse and critically reflect on the research process.
L5	Demonstrate critical and in-depth understanding of research ethics.

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 11** Demonstrate knowledge that covers and integrates most of the principle areas, features, boundaries, terminology and conventions of carrying out empirical research in psychology, and specifically in the subject area covered by the research project
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate extensive, detailed and critical knowledge and understanding in one or more specialisms Demonstrate a critical awareness of how to formulate research hypotheses and operationalise research constructs. Demonstrate a critical appreciation and application of appropriate ethical standards in the research process. Have the ability to select, conduct, and analyse /evaluate appropriate laboratory and non- laboratory measurements of behaviour.
Generic Cognitive skills	**SCQF 11** Plan and execute a significant research project. 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 11** 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 11** 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.

Prerequisites	**Module Code**	**Module Title**
	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. This module will be delivered via a blended approach with a combination of lecture material, workshops and asynchronous resources. Prior to the finalising a topic, students will be provided with information on research interests of staff in the Psychology group and will work with a member of staff to select a topic. They 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 process. Students and supervisors will produce an agreed learning contract that will specify a schedule of supervision meetings and the nature of these meetings. These meetings will focus not only on the specific content of the research project, but will also emphasise the generic nature of the skills that have been acquired through the completion of a research project. In addition to guidance on the specific project, the supervisor will provide a point of contact through which students can discuss matters such as discussing their post-graduation plans. Within the learning activities, Lecture/Core Content delivery refers to Workshops, Tutorial/Synchronous Support Activity refers to one-to-one supervision sessions and Asynchronous Class Activity refers to presentation and directed learning. 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 the programme in a focused manner e.g. time management, critical analysis, developing autonomy, and IT, numeracy and literacy skills.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	20
Independent Study	568
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: American Psychological Association. (2020). Publication manual of the American Psychological Association: The official guide to APA style (7th ed.). Amercian Psychological Association. Haslam, S. A., McGarty, C., Crywys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). Sage Publications Ltd
(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. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. You are academically engaged if you are regularly engaged with scheduled live sessions on campus, including engaging with online learning activites in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessments associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things area going and offer support if we oberve that you have not been attending sessions or completing online activities.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG/PG Psychology
Moderator	G Maciejewski
External Examiner	D Barrett
Accreditation Details	British Psychological Society
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Conference style individual presentation
Assessment 2
Final project written as journal article
Assessment 3
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☐	☒	☐	☐	☒	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☒	☐	☒	☒	☒	80	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Descriptor transferred to the new template	20/12/24	G Bruce
Status, moderator, and external examiner updated	02/06/25	G Maciejewski