Module Descriptor

Title	Applying Psychology		
Session	2025/26	**Status**	Validated
Code	PSYC07009	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Hendry		

Summary of Module

The module gives the student an introduction to classic and contemporary methods, practices and applications of psychological theory.

It achieves this by utilising 2 themes within psychology that are key in transition to Psychological practise (Impact: Public Representations and Misrepresentation of Psychological Knowledge, and Ethics: Professional and Ethical Practises in Psychology). As per IBL models, each theme will be driven by a co-created learning experience where students and staff negotiate the content of each theme. This is facilitated through the engagement with multiple sources of knowledge on the themes, such as books, journals, web, film, documentaries, podcasts, Vlogs and Blogs, videos, TED talks, tweets, etc.

The contact time in (face to face/vle) will utilise a flipped classroom pedagogical approach were student-centred experiences/task/interactions are focused towards synthesising the multiple sources of public and professional knowledge available on each topic to meet the learning outcomes.

Students have to complete one 30% weighted continuous assessment portfolio and one 70% weighted presentation. The aims are to utilise the module to deliver an authentic learning and assessment experience.

At the end of the module, the graduate attributes that students will have begun to develop include becoming critical, analytical, inquiring, problem-solving and autonomous thinkers. They will be ethically-minded, effective communicators who are motivated and imaginative. Finally, through this module, the will be developing professional skills such as working collaboratively, being research-minded and socially responsible.

Aims:

- To introduce students to how psychology is applied in the 'real world'
- To introduce students to alternative pedagogical approaches to teaching and learning (flipped classroom, group work)
- To introduce students to three major themes within psychology: Research, Impact and Ethics
- To encourage students to begin developing graduate attributes specific to collaborative working
- To allow students to begin formulating social connections within the classroom.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Demonstrate an awareness of classic and contemporary psychological theory
L2	Demonstrate an ability to identify and utilise psychological evidence
L3	Demonstrate an ability to communicate contemporary practice within psychology
L4	Demonstrate an ability to use utilise 21st century technology to communicate evidence based practice within psychology
L5	

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 7** -Demonstrate a broad understanding of the nature of psychology -Demonstrate an awareness of the developing nature of the psychology
Practice: Applied Knowledge and Understanding	**SCQF 7** -Apply knowledge and understanding of psychology to selected real world issues -Distinguish psychology knowledge based on evidence and/or research from other forms of explanation, e.g. anecdotal

[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

Generic Cognitive skills	**SCQF 7** -Evaluate arguments, information and ideas which form the basis of psychology knowledge -Consider contemporary real world issues from a psychology perspective
Communication, ICT and Numeracy Skills	**SCQF 7** -Explain basic psychology concepts and ideas in a coherent form -Use oral and written forms of communication effectively in both formal and informal contexts -Use appropriate applications, including available virtual learning environments (VLE) and the Internet, to access a variety of sources
Autonomy, Accountability and Working with Others	**SCQF 7** -Be able to engage in and demonstrate a capacity for independent study -Collaborate effectively with others in shared tasks to achieve a common goal

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.	
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	24
Asynchronous Class Activity	12
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Hughes., B. and Upton., D. (2011). Psychology Express: Conceptual and Historical Issues in Psychology. Pearson.

Schacter, D., Gilbert, D. Wegner, D., & Hood, B. (2019). Psychology (2rd edition). Palgrave Macmillan.

PSYBlog http://www.spring.org.uk/

The Psychologist https://thepsychologist.bps.org.uk.

(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. In this module, you are considered to be academically engaged if you regularly engage with scheduled live sessions on campus (and occasionally online), including engaging with asynchronous activities online, course-related learning resources, and with timely completion of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this programme, 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 programme if you are not regularly engaging with each module's work and classes. We may reach out to check how things are going and offer support if we observe 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	L Wright
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio based on the continuous assessment group task set within 2 themes (worth 30% (15% each) of over all grade).
Assessment 2
Individual Presentation (worth 70% of over all grade).
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**
Portfolio	☒	☒	☒	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Poster presentation	☒	☒	☒	☒	☐	70	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Minor typos fixed following ILR	3rd June 2025	G Hendry
Module moved to new template	28th March 2025	G Hendry