Module Descriptor

Title	Psychology Dissertation		
Session	2025/26	**Status**	Validated
Code	PSYC10004	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	N Douglas-Smith		

Summary of Module

The module comprises a supervised independent research study on an empirical topic in Psychology. Prior to the start of the module, students will be sent a form to request the areas of preference for their dissertations and preferred methods (if any), however, no assignment of projects or student-supervisor pairs will be announced until the beginning of the dissertation module. During the module, students will be supported through taught sessions and supervisor guidance to complete their research study. 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.

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	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 independent approach to research and write a research proposal which is ethically viable and meet the professional standards of the accredititing body.
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	

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 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.t
Practice: Applied Knowledge and Understanding	**SCQF 10** Identify and describe questions for empirical investigations, formulate appropriate research questions and operationalise constructs appropriately.

[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

	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 10** Demonstrate effective information retrieval and handling skills where appropriate. Demonstrate the ability to describe and critically evaluate research literature.
Communication, ICT and Numeracy Skills	**SCQF 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 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.

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. 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 face to face activities and Support Activity refers to one to one supervision sessions.

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.

The assessment strategy has been devised to encourage students to effectively plan their dissertation process.

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	24
Independent Study	358
Personal Development Plan	6
Asynchronous Class Activity	
n/a	
TOTAL	400

Indicative Resources

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

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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.

(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	L Calderwood
External Examiner	T Fallon
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Report of the Research weighted at 100%
Assessment 2

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**
Written Report of the Research weighted at 100%	☒	☒	☒	☒	☐	100	

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

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**
Assessment weighting changed from 80% and 20% to 100%	3rd February 2025	G Hendry
Copied to new template	3rd February 2025	G Hendry
Update to summary of module (no introduction of module in Level 9). Removal of presentation from learning and teaching sesction. Two hours asynchronous learning removed (was associated with presentation) and 2 additional lecture hours added.	11th June 2025	N Douglas-Smith