Undergraduate Programme Specification

Session	2025/26	**Last Modified**	3rd June 2025
Named Award Title	BSc (Hons) Psychology		
Award Title for Each Award	BSc (Hons) Psychology BSc Psychology Dip HE Psychology Cert HE Psychology		
Date of Approval			
Details of Cohort Applies to	Entry students 2022-2025		
Awarding Institution	University of the West of Scotland X	**Teaching Institution(s)**	University of the West of Scotland X
Language of Instruction & Examination		English	
Award Accredited by		British Psychological Society	
Maximum Period of Registration		uws-authorised-interruption-guidance-notes.pdf	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	N/A		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Psychology Social Work**		
Programme Leader	G Hendry		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Year 1

-Scottish Highers: BBBB (108 UCAS Tarriff points) or BBBC (102 UCAS Tariff points)

-A levels: BCC (104 UCAS Tariff points)

-Irish Leaving Certificate: H1 H2 H2 H2

-International Baccalaureate (IB) Diploma: 27 points

Or GCE
-Year 1 - A Levels - CCC, plus GCSE English and Maths (Grade C, or above).

-Year 2 - A Levels – BBC (to include Psychology) plus GCSE English and Maths at C or above

Or SQA National Qualifications / Edexcel Foundation
-SQA HNC / BTEC Level 4 HNC: Additional Support Needs or Applied Science or Counselling or Care & Admin/Healthcare Practice or Coaching & Developing Sport or Early Education & Childcare or Childhood Practice or Legal Services or Police Studies or Social Sciences or Social Studies or Social Care or Social Services or Working with Communities

-Scottish Wider Access Programme: Access to Humanities or Access to Humanities, Law & Business or Access to Life Science (Plus SQA Higher English) or Access to Medicine or Access to Primary Education or Access to Education or Access to Chemical & Biological Sciences or Access to Social Sciences (BBB)

-SQA HND/ BTEC Level 5 HND: Legal Services

Year 2

-SQA ADVANCED HIGHERS: BCC (128 UCAS TARIFF POINTS)
-A-LEVELS: BBB (120 UCAS TARIFF POINTS)
-INTERNATIONAL BACCALAUREATE (IB) DIPLOMA: 28 POINTS
-SQA HNC / BTEC LEVEL 4 HNC: SOCIAL SCIENCES OR SOCIAL STUDIES (FOR SQA HNCS WITH GRADE B IN THE GRADED UNIT)
-SQA HND / BTEC LEVEL 5 HND*: SOCIAL SCIENCE

-HNDs will be considered on an individual basis

Other Required Qualifications/Experience
Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Further desirable skills pre-application

General Overview

Introduction to the Programme

Study the human mind and behaviour in this British Psychological Society (BPS) accredited course: the first step towards becoming a chartered psychologist. The primary aim of the psychology degree is to develop your understanding of how and why people act in the way that they do.

Key features of the course:

- Focus on the application of psychology to real-world settings and problems.
- Develop an understanding of psychological research and investigation processes through the collection, analysis and interpretation of data.
- Development of employability skills and an awareness of how psychology helps us to understand the workplace, including opportunities for work-related learning at all stages of the degree.
- The degree provides BPS accreditation and as such is the first step on a path to a career in psychology.

Student Learning Journey

In Level 7 students will study theory-based Introduction to Psychology A and Introduction to Psychology B, and discussion/ group work-based Applying Psychology, and Investigating Psychology. In addition, students will also choose an optional module from another subject area within the School of Education and Social Sciences, alongside the university-wide Aspire module. This provides students with the opportunity to be exposed to different disciplinary perspectives and enriches their understanding of the world and their awareness of the cross-disciplinary implications of the material they are studying

In Level 8 the focus on psychology will be intensified and students will take six psychology modules: Introductory Cognitive & Social Psychology; Biological & Developmental Psychology; Qualitative Research Skills in Psychology; Quantitative Research Skills in Psychology; Essential Skills for Psychologists, and Understanding Psychology Past and Present. These modules introduce and further develop understanding and application of core British Psychological Society (BPS) content and the skills and research methodologies necessary to engage in psychological enquiry.

Level 9 introduces students to the six modules necessary for BPS accreditation: Developmental Psychology; Social Psychology; Biological Psychology; Cognitive Psychology; Applying Psychology Methods and Individual Differences. Although there are no curricular-scheduled work-related opportunities in this year, there are extra-curricular opportunities available to students, as detailed further below.

Level 10 is made up of three components. Firstly, students will undertake a series of professional pathways which will equip them with a small but comprehensive experience (of up to 5) of psychologists' varied societal roles, focusing on applying psychological principles across these disciplines. In addition, students will undertake a core work-related learning module that aims to bridge the gap between theoretical knowledge and real-world practice as they prepare for life after university. Finally, students will undertake a dissertation project where their psychological research skills knowledge and independent research ability will be assessed.

The programme therefore aligns with the following UN SDGs:

Goal 4: Quality Education (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), given the focus on both subject-specific and interdisciplinary learning opportunities, in addition to a focus on authentic assessment and skill development.

Goal 8: Decent Work and Economic Growth (promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all), given the strong focus on employability, research opportunities, and work-related learning.

Goal 16: Peace, Justice and Strong Institutions (promote peaceful and inclusive societies for sustainable developments, provide access to justice for all and build effective, accountable and inclusive institutions at all levels), given the focus on inclusivity within every module and the institution's dedication to EDI.

In addition, individual modules, extra-curricular activities and work-related learning opportunities may also align with goals 1 (No Poverty), 3 (Good Health and Wellbeing), 5 (Gender Equality), 9 (Industry, Innovation and Infrastructure), 10 (Reduce Inequalities), and 13 (Climate Action).

The programme aligns with the QAA Psychology Benchmark Statement (2023) and the BPS Accreditation Standards (2024).

Learning, Teaching and Assessment

A range of learning and teaching methodologies are used within the degree. This includes lectures, seminars, workshops, group work, flipped-classroom, inquiry-based learning and authentic assessment experiences. Our emphasis is on building independent learning skills and working in collaboration with our students.

At each level, students have opportunities to further their learning by carrying out inquiry-based collaborative tasks and research, either individually or in collaboration with their fellow students. In L7, students are introduced to inquiry-based learning where they are provided with the opportunity to develop their understanding of a key debate within psychology through independent and group inquiry. In L8, students undertake research skills training to actively involve them in the process of carrying out research, which culminates in the L10 dissertation: an inherently inquiry-based approach where students undertake an independent empirical research project. In order to do so, they must go through the process of identifying an appropriate research question and selecting an appropriate method with which to investigate this research question, conduct the research and analyse data, and consider all the ethical implications.

Across the whole programme there are opportunities for student-centred teaching in the form of student-led seminars and presentations. Laboratory and other practical and project work form a key component of the skills developed by students on this programme. Core modules will include an element of practical activity. These include a range of exercises which, as the student progresses through the programme, increase in scope and complexity and in the later stages depend more on the initiative of the student and less on direction by tutors.
The modules employ a variety of assessment methods and formative exercises. A range of coursework is used including essays, critical review exercises, practical reports, case studies, posters and oral presentations, lab exercises and digital assessments, such as narrated presentations. The assessment strategy places greater emphasis on continuous

assessment in the early stages of the programme while introducing students to the necessary skills to underpin the later levels of their degree. The first year of study is grounded in an approach to learning and teaching aimed at developing the skills of the active learner in students new to higher education and making that transition a successful one. To accomplish this, we use collaborative continuous assessments that contain key learner skills, including inquiry-based learning aimed at preparing the student for the demands and rigour of study at university.

All modules within the degree are supported by the use of the Virtual Learning Environment (VLE). The VLE provide students with a range of independent learning tasks such as readings, discussions, videos, quizzes and multiple-choice tests. Teaching and learning practices are evaluated in an ongoing way through the Division Board and School Annual Monitoring processes.

Our Research Underpins and Links to our Teaching

Throughout the degree, modules are underpinned by the research interests and activities of the psychology group who are part of the School's Research Group for Applied Psychology. These research interests focus on a myriad of topics such as lifespan development, marginalised and at-risk groups, the working lives of young people, the impact of our environment on our learning and health, our behaviour in the online world, healthy and unhealthy behaviours, how our biological responses can influence our behaviours, and how we become, experience and recover from addictions. In the early years of the degree, these research interests underpin the applied themes within modules. This allows students to be exposed to the 'real world' research and gain some insight into the links between the research and their undergraduate studies. In addition, as students move through the degree they will be able to study several optional topics that provide students with an opportunity to explore the application of psychological knowledge to our understanding of real-world issues and for working psychologists, such as clinical, health, educational and forensic psychology: all of which draw on current staff research interests.

Internationalisation

Students have the opportunity to participate in study abroad through the Turing exchange scheme. Under this scheme, students can spend a maximum of one term at one of our partner institutions. The international perspective of the degree is enhanced by the perspective adopted by psychology which emphasises cultural perspectives and individual differences.

Further Study

The degree provides students with an understanding of the core areas of psychology as defined by the British Psychological Society (BPS). The BSc (Hons) Psychology degree is accredited by the BPS and provides the basis for Graduate Registration (i.e. Graduate Basis of Chartership (GBC) with the Society). This accreditation ensures that graduates can pursue a career in psychology by specialising through post-graduate study. A number of postgraduate courses exist including Educational Psychology, Clinical Psychology, Forensic Psychology, Health Psychology, Occupational Psychology and Counselling Psychology. An accredited BPS degree is necessary for entry to these courses.

However, many psychology graduates use their skills and knowledge to enter a wide variety of careers. Through the degree, graduates will attain specific knowledge in psychology and they will gain a range of additional skills that employer's value such as communication, numeracy,

teamwork, computing, critical thinking and working independently. Many psychology graduates enter the industry or commerce sectors. The range of generic skills embedded in the psychology degree provides graduates with a wide variety of options. These include market research, personnel management, teaching, civil service, research, careers guidance and working in the charity/non-governmental organisation sector. Further information on psychology and careers options can be found on the British Psychological website at www.bps.org.uk.

Typical Delivery Method

In line with current learning and teaching principles:

-a 10-credit module includes 100 learning hours with 18 contact hours
-a 20-credit module includes 200 learning hours with 36 contact hours

Full-time students will typically be on campus for all contact hours and will be expected to engage with independent or group tasks outside of contact hours.

For students studying part time, they would take half the number of modules/ credits per year.

Any additional costs
N/A

Graduate Attributes, Employability & Personal Development Planning
The programme is fully aligned with institutional priorities around the development of graduate attributes (IamUWS) and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.

At L7 and L8, psychology students must take and pass the core modules which have been designed to address employability issues and key skills needed by psychology students for their effective progression. The issue of career development is highlighted by 1) the core modules introducing students to the range of areas that draw on psychology, and 2) the skills-development modules (Aspire, Essential Skills for Psychologists). Additionally, as students enter the degree programme they will be allocated to a personal tutor who will be able to provide advice and support their studies. The personal tutor system continues as the primary means of PDP with tutors continuing with group and one-to-one meetings with tutees in order to provide them with specialist guidance on issues such as employment and career opportunities. Staff will also be able to draw students' attention to the career guidance support offered by Student Services.

This graduate attribute, employability, and personal development planning continues throughout the degree, culminating in the L10 Dissertation module. In the context of PDP, the

dissertation supervisor is charged with ensuring that students address the issue of reflecting on their development throughout their degree studies. In addition to the contact with their supervisor, the Dissertation module has a number of workshops and seminars where students meet as a year group. These sessions focus on enhancing skills necessary for the production of a good dissertation and highlight the transferable nature of these skills, making our students work-ready for when they graduate.

Work Based Learning/Placement Details
N/A

Attendance and Engagement
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 programme, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this programme, 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.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad understanding of the nature of psychology
A2	Demonstrate a range of knowledge of basic theories, concepts and principles of psychology
A3	Demonstrate knowledge and understanding of the relevance of evidence and explanations that are research-based
A4	Demonstrate an awareness of the developing nature of psychology
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge and understanding of psychology to selected real world issues
B2	Begin to understand and acquire the conventions of appropriate academic discourse and communication
B3	Distinguish psychology knowledge based on evidence and/or research from other forms of explanation, e.g. anecdotal
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Explain basic psychology concepts and ideas in a coherent form
C2	Use oral and written forms of communication effectively in both formal and informal contexts
C3	Use appropriate applications, including available virtual learning environments (VLE) and the Internet, to access a variety of sources
C4	Use basic numerical and graphical skills to process and present quantitative information
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate arguments, information and ideas which form the basis of psychology knowledge
D2	Reflect on the appropriateness and validity of developed arguments
D3	Consider contemporary real world issues from a psychology perspective
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Be able to engage in and demonstrate a capacity for independent study

E2	Identify and recognise the importance of self management of own learning
E3	Collaborate effectively with others in shared tasks to achieve a common goal
E4	Take responsibility for agreed elements of group tasks
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	PSYC07001	Introduction to Psychology A	20	☒	☐	☐	
7	PSYC07009	Applying Psychology	20	☒	☐	☐	
7	APPD07001	Aspire	20	☒	☒	☐	
7	PSYC07010	Introduction to Psychology B	20	☐	☒	☐	
7	PSYC07008	Investigating Psychology	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	PSYC07012	Psychology Across the Lifespan	20	☐	☒	☐	
7		Other L7 options from across School	20	☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules Students must take any combination of modules totalling 20 credits which timetable and entry prerequisites permit from across the university portfolio.							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To proceed to Level 8 students must meet the criteria outlined in University Regulations.

Students who successfully attain 120 credit points at Level 7 are entitled to the award of the Cert HE Psychology if they exit at this stage.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad understanding of the range of methodological approaches used in psychology
A2	Describe and demonstrate the importance of ethics in psychology research
A3	Demonstrate an understanding of the key principles of biological, developmental, social and cognitive psychology
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply a basic range of analytic techniques appropriate to a research question or problem
B2	Identify the ethical issues in the formulation of a research investigation
B3	Show an awareness of the conduct of psychological enquiry and report writing
B4	Continue development of knowledge and understanding of psychology to selected real world issues
B5	
Communication, ICT and Numeracy Skills	
C1	Understand and interpret quantitative and qualitative data
C2	Carry out a range of basic numerical and statistical procedures and report them effectively
C3	Communicate using appropriate academic conventions
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Formulate a basic design to research a problem and identify the strengths and limitations of the approach proposed
D2	Summarise and evaluate competing explanations and interpretations of social phenomena from a methodological perspective
D3	Analyse and apply psychology research findings to real-world situations
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Work effectively in autonomous and group settings, managing time, prioritising tasks and meeting deadlines
E2	Take responsibility for own learning and review and evaluate own learning and development
E3	
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	PSYC08005	Introductory Cognitive & Social Psychology	20	☒	☐	☐	
8	PSYC08014	Quantitative Research Skills in Psychology	20	☒	☐	☐	
8	PSYC08011	Essential Skills for Psychologists	20	☒	☐	☐	
8	PSYC08013	Qualitative Research Skills in Psychology	20	☐	☒	☐	
8	PSYC08015	Understanding Psychology Past & Present	20	☐	☒	☐	
8	PSYC08007	Biological & Developmental Psychology	20	☐	☒	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules There are no option modules at this level.							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To proceed to Level 9 students must meet the criteria outlined in University Regulations.

Students who successfully attain 240 credit points of which a minimum of 90 are at SCQF level 8 or above can be awarded a Dip HE Psychology if they exit at this stage.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Critically demonstrate an understanding of the core areas of psychology
A2	Critically demonstrate awareness of alternative research methods (quantitative and qualitative)
A3	Show a critical awareness of the range of factors that influence behaviour and experience
A4	Critically demonstrate the link between psychological theory and real life issues
A5	Understand the bi-directional relationship between theory and research
Practice - Applied Knowledge and Understanding	
B1	Critically demonstrate an understanding of the empirical research process
B2	Critically demonstrate competence in research skills though practical activities
B3	Show a critical awareness of ethics in the research context
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Critically demonstrate an understanding of alternative means of presenting information
C2	Show the ability to critically communicate psychological knowledge through oral and written expression
C3	Demonstrate computer literacy through the use of a range of software packages
C4	Demonstrate the ability to interpret and use numerical and graphical data to report research findings
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate the ability to retrieve information from a range of sources
D2	Be able to critically describe and interpret research literature
D3	Be able to identify research questions and, with suitable academic support, devise appropriate strategies of investigation
D4	Critically demonstrate the ability to comprehend and evaluate a variety of forms of data, including numerical and statistical data
D5	
Autonomy, Accountability and Working with Others	
E1	Be able to work in group settings to achieve specified goals
E2	Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management
E3	Be aware of the link between ethical guidelines and their implications for psychological research
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	PSYC09007	Child Development	20	☒	☐	☐	
9	PSYC09011	Social Psychology	20	☒	☐	☐	
9	PSYC09015	Applying Psychology Methods	20	☒	☐	☐	
9	PSYC09004	Biological Psychology	20	☐	☒	☐	
9	PSYC09005	Cognitive Psychology	20	☐	☒	☐	
9	PSYC09014	Individual Differences	20	☐	☒	☐	
Footnotes for Core Modules All modules are compulsory, as per BPS requirements.							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules There are no optional modules at L9 for BSc (Hons) Psychology students as they are covering core discipline areas linked to accreditation.							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression from Level 9 to 10 is dependent on the student satisfying the criteria specified in the UWS Regulatory Framework.

Attention is drawn to Regulations which specifies that progression to Level 10 is not normally permitted if the student has any credit deficit.

Students who successfully attain 360 credit points of which a minimum of 90 are at SCQF level 9 or above can be awarded a BSc Psychology if they exit at this stage.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Show a critical understanding of the application of psychological theory to real life issues, particularly through work-related learning experiences
A2	Understand and evaluate the range of research methods, including quantitative and qualitative research paradigms, used in the scientific study of psychology
A3	Show a detailed knowledge and understanding of a number of specialised areas of Psychology
A4	Understand the scientific underpinning of psychology as a discipline, its historical origins, development and limitations
A5	Have a critical understanding of the relationship between research, theory and practice/application.
Practice - Applied Knowledge and Understanding	
B1	Identify and describe questions for empirical investigation, formulate appropriate research questions and operationalise constructs accordingly.
B2	Have the ability to select, conduct and analyse/evaluate appropriate laboratory and non-laboratory measurements of behaviour
B3	Appreciate and apply appropriate ethical standards to the research process
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate the ability to present information to an informed audience
C2	Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within the research context
C3	Communicate with professional level peers and subject specialists
C4	Demonstrate a range of IT skills including use of statistical software
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate effective information retrieval and handling skills
D2	Demonstrate the ability to describe and critically evaluate research literature
D3	Be able to systematically identify problems and formulate questions for empirical investigation
D4	Demonstrate the ability to analyse, evaluate and use data in a variety of forms, including numerical and statistical data
D5	
Autonomy, Accountability and Working with Others	
E1	Be able to work effectively as part of a team or small group and react and accommodate interpersonal and contextual factors
E2	Demonstrate the ability to undertake self-directed study to achieve specified goals
E3	Demonstrate the ability to work independently and manage one's own time

E4	Function as an independent learner capable of adopting a self reflective approach to learning
E5	Understand and appreciate the need to conduct practical work in line with BPS ethical guidelines.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10		Professional Pathways in Psychology	60	☒	☒	☐	
10	PSYC10004	Psychology Dissertation	40	☒	☒	☐	
10		Critically Applying Psychology to Work-Related Learning	20	☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules All modules are compulsory.							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules No optional modules; students will choose specific pathways within Professional Pathways in Psychology.							

Level 10 **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***
Degree classification system for BSc (Hons) Psychology differs from the University Regulations. In order to meet the requirements of the British Psychological Society (BPS) Level 9 modules must contribute to the honours year.

The system for degree classification involves the mean mark for six modules: the three L10 modules and the best 50% of L9. Students must have attained a grade of C or above in all modules. In accordance with the University Regulations, the mean mark is used for degree classification as outlined in the Regulations.

To gain BPS accreditation students must have passed their Dissertation and have attained a minimum honours degree classification of a lower second and have passed the dissertation.

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
-Fixing of typos following Psychology ILR.	2/6/2025	G Hendry
-Removal of reference to WRL at levels under 10, and replacement of proposed new modules at L7 with previous versions.	28/3/2025	G Hendry
-General housekeeping of text throughout.	12/1/2025	G Hendry

-General housekeeping of text -Updated date of validation (point 3) -Updated list of cohort detail (point 4) -Minor changes to programme overview (point 16) -Updated attendance and engagement link (point 19) -Some L10 core modules removed	10/4/2024	G Hendry
Updated Links: -Academic Engagement Procedure -Equality and Diversity -University Regulatory Framework -Removed invalid links	19/10/2023	C Winter
-Guidance Note 2023-24 provided -General housekeeping to text across sections and addition of links and some specific guidance. -Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor