

# University of the West of Scotland

## Module Descriptor

Session: 24/25

| Title of Module: Essential Skills for Psychologists   |   |                   |   |
|---|---|-------------------|---|
| Code: PSYC08011   | SCQF Level: 8<br>(Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10<br>(European Credit Transfer Scheme) |
| School:   | School of Education & Social Sciences                           |                   |   |
| Module Co-ordinator:  | C Longman   |                   |   |
| Summary of Module   |   |                   |   |
| <p>This module helps students understand, identify, and communicate the core skills relevant to the field of psychology that they will learn during their psychology degree. It is broadly divided into three themes: good practice and current issues in psychological science, criticism and communication of psychological research, and identifying core transferable skills found in research psychologists and practitioners of psychology. The module explores each of these themes by identifying the core principles of good practice in psychological science (e.g., literature review and development of a research question), discussing current issues in psychology as a science (e.g., replication crisis, preregistration, open science practices, ethics), examining the principles of critical analysis (e.g., limitations rather than weaknesses of published research), exploring APA guidelines on communicating psychological research (e.g., formatting, argument construction, clarity of narrative, precision/depth of analysis), identifying the core transferable skills relevant to research psychologists (e.g., numeracy, literacy, literature searching, problem identification, solution development, experiment design, written and spoken communication, digital literacy, graphic design), and training students to reflect on their own abilities in these skills including an understanding of how to improve them.</p> <p>This module is a core module at L8 of the BPS accredited BSc single honours Psychology degree. It would be of interest to students who want to clearly identify as a psychologist, understand what skills that requires, how to improve those skills, and where those skills might be applied.</p> <p>At the end of the module students will have acquired the following graduate skills and abilities: collaborative, analytical, critical thinker, inquiring, digitally literate, and autonomous.</p> <p>Scope of the module:</p> |   |                   |   |

Psychological literacy

Open science

Communication skills

Critical thinking

Reflective thinking

**Module Delivery Method**

| Face-To-Face                   | Blended                  | Fully Online             | HybridC                             | Hybrid 0                 | Work-Based Learning      |
|--------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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:   |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | Add name |

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|
|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|

**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 | Identify as a psychologist and demonstrate literacy in psychology as a discipline. |
| L2 | Demonstrate an understanding of current issues in psychology as a science.         |

|   |  |               |
|---|--|---------------|
| L3  | Critique and communicate the outcomes of psychology research to multiple audiences.  |               |
| L4  | Reflect on and understand the applicability of the transferable skills learned during a psychology degree.   |               |
| 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 8<br>Demonstrate an awareness of the current challenges faced by psychology as a science in terms of replicability of research findings<br>Demonstrate an awareness of how to conduct open and replicable science<br>Demonstrate an understanding of how psychology can be applied in the context of study skills |               |
| Practice: Applied Knowledge and Understanding                       | SCQF Level 8<br>Apply knowledge and understanding to investigate problems with current research practices in psychology<br><br>Apply knowledge and understanding to critique papers reporting the outcomes of psychological research   |               |
| Generic Cognitive skills  | SCQF Level 8<br>Undertake critical analysis of issues relating to both research conduct and research reporting   |               |
| Communication, ICT and Numeracy Skills                              | SCQF Level 8<br><br>Convey complex information in a manner suitable for the general public<br>Use ICT to produce professional-quality science communications   |               |
| Autonomy, Accountability and Working with others                    | SCQF Level 8<br>Demonstrate the ability to reflect on current levels of skill attainment<br><br>Exercise autonomy and initiative in the construction of a professional-quality portfolio of blog pieces  |               |
| Pre-requisites:   | Before undertaking this module the student should have undertaken the following:   |               |
|   | Module Code:   | Module Title: |

|                      |                     |                      |
|----------------------|---------------------|----------------------|
|                      | <b>Other:</b>       |                      |
| <b>Co-requisites</b> | <b>Module Code:</b> | <b>Module Title:</b> |

| <b>Learning and Teaching</b>   |   |
|--|---|
| <b>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.</b>  |   |
| <p>This module will be delivered using a hybrid approach in which students are encouraged to engage with the module through three learning activities, presented both synchronously and asynchronously. Students will be encouraged to engage asynchronously with pre-recorded lecture content designed to provide students with an overview of the topic area. Pre-recorded lecture material will be complimented with a series of asynchronous and synchronous activities to be undertaken in the student's own time or by the students/instructor simultaneously as appropriate.</p> <p>Pre-recorded lectures will deliver the core material. Student understanding, integration and application of core information will be supported and developed in a series of workshops. AULA will be used to support the presentation of course information and material. Students will be encouraged to use AULA facilities not only to access lecture information but also to make use of facilities such as the Community Feed to continue workshop discussions, support workshop activities and independent study, and thereby contribute to and support their reflective learning and personal development skills.</p> <p>Workshops will utilize small group settings to provide fora for the discussion of central themes, hands-on experience of the principles of communication skills in psychology, and the identification, monitoring, and transferability of core skills in psychology. Workshops will be used to engage students in discussions around contemporary issues in psychological science and the application of core transferable skills, and will include writing workshops to improve communication skills. These workshops will</p> | <p><b>Student Learning Hours</b><br/>(Normally totalling 200 hours):<br/>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |

|  |                  |
|--|------------------|
| <p>support the portfolio (blog) coursework with dedicated sessions on each aspect of the assignment: for example, opinion piece on current issues in psychology, review of a paper published in a high-impact peer-reviewed journal dedicated to psychological science, professional biography identifying the skills of the author as a psychologist. The workshops will also offer the opportunity for formative feedback on writing practice activities relevant to the assignment.</p> <p>The assessment strategy addresses the learning objectives in a number of ways. The blog portfolio provides students with an opportunity to demonstrate their understanding of the current issues in psychological science (e.g., an opinion piece), their ability of critique and communicate psychological research (e.g., the review of a paper), and reflect on their own abilities in the transferable skills relevant to being a research psychologist (e.g., a professional biography).</p> <p><b>Learning Activities</b><br/>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> |                  |
| Lecture/Core Content Delivery  | 12               |
| Laboratory/Practical Demonstration/Workshop  | 24               |
| Independent Study  | 164              |
|  | Hours Total: 200 |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

Purdue Online Writing Lab (for APA writing style)

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

BPS Code of Ethics and Conduct

<https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>

APA Introduction to Open Science

<https://www.apa.org/science/about/psa/2019/02/open-science>

Most information will be provided to students during lectures and workshops. Students will be expected to consult additional resources/references they identify as necessary to support their understanding and inform their coursework.

More specific information can be accessed by consultation of papers from journals (e.g., Psychological Science, Current Directions in Psychological Science)

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Click or tap here to enter text.

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

|                                       |   |
|---------------------------------------|---|
| <b>Divisional Programme Board</b>     | Psychology & Social Work  |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| <b>School Assessment Board</b>        | UG/ PG Psychology   |
| <b>Moderator</b>                      | A Simpson   |
| <b>External Examiner</b>              | T Fallon  |
| <b>Accreditation Details</b>          | British Psychological Society                                       |
| <b>Changes/Version Number</b>         | 1   |

|  |
|--|
| <b>Assessment: (also refer to Assessment Outcomes Grids below)</b>   |
| Assessment 1: Blog portfolio weighted at 100%  |
| Assessment 2   |
| Assessment 3   |
| <p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p> |

**Assessment Outcome Grids (See Guidance Note)**

| <b>Component 1</b>                   |                             |                             |                             |                             |                             |  |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
| Portfolio                            | ✓                           | ✓                           | ✓                           | ✓                           |                             | 100  | 0                               |

| <b>Component 2</b>                   |                             |                             |                             |                             |                             |  |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|                                      |                             |                             |                             |                             |                             |  |                                 |

| <b>Component 3</b>                       |                             |                             |                             |                             |                             |  |                                 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>     | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|  |                             |                             |                             |                             |                             |  |                                 |
| <b>Combined Total for All Components</b> |                             |                             |                             |                             |                             | <b>100%</b>                                | <b>0 hours</b>                  |

**Change Control:**

| <b>What</b>   | <b>When</b> | <b>Who</b> |
|---|-------------|------------|
| 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)**