



Module Descriptor

Title	Critically Applying Psychology to Work-Related learning		
Session	2025/26	Status	Validated
Code	PSYC10037	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	G Inglis		

Summary of Module

Work-related learning in psychology offers university students vital insights and practical applications of psychological principles in professional settings. This experiential learning approach bridges the gap between theoretical knowledge and real-world practice, equipping students with the skills necessary to thrive in diverse work environments. As future psychologists, students will build on the basis of applying theory to work and life learnings and engage with the community and gaining hands-on experience in settings such as clinics, schools, businesses, and non-profit organisations.

Through students' own experience working outwith or within the University, as part of staff-student collaboration projects, they will gain personal insight as to how their academic knowledge impacts work and how working with others builds on existing knowledge. This module is mainly designed to develop partnerships with staff, providing a structured opportunity for learning through active involvement with research work, collaboration and supervision. However, the module also allows for reflection on learning based on already established employment outwith the University.

In line with the United Nations Sustainable Development Goals (UNSDGs), particularly Goal 4 (Quality Education), Goal 5 (Gender Equality), and Goal 16 (Peace, Justice, and Strong Institutions), work-related learning emphasizes the importance of equitable access to quality learning opportunities. By encouraging students to participate in internships and community projects, universities promote educational pathways that empower individuals and cater to diverse backgrounds, fostering inclusive growth.

Furthermore, integrating gender perspectives in work-related learning aligns with SDG 5, where students learn to address and confront gender biases within professional settings, advocating for equality and justice. This preparation cultivates a more equitable workplace culture where diverse voices are valued.

Lastly, aligning with SDG 16, the focus on ethical practices equips students to navigate and contribute positively to environments that uphold justice and accountability. Ultimately, work-related learning in psychology enhances academic understanding and prepares students to contribute meaningfully to society while pursuing their professional aspirations in alignment with sustainable development objectives.

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Critically evaluate the role of psychological theory in understanding organisations
L2	Critically describe the role of psychological theory in understanding people within organisations
L3	Critically reflect upon learning at university and how it changed your approach to work, caring or volunteering
L4	
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 -A knowledge and understanding that covers and integrates most of the principal areas, features, boundaries, terminologies and conventions of psychology. -A critical understanding of the principal theories, concepts and principles within psychology, as applied to work-related learning.
Practice: Applied Knowledge and Understanding	SCQF 10 -Apply knowledge, skills, and psychological understanding in using a wide range of the principle professional skills, techniques, practices and/ or materials associated with the work environment.

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

	-Apply knowledge, skills, and psychological understanding when executing a defined work-related project aligned with psychology.
Generic Cognitive skills	SCQF 10 -Plan, execute, and critically appraise a work-related project. -Offer professional insights, interpretations and solutions to problems and issues. -Demonstrate some originality and creativity in dealing with professional issues.
Communication, ICT and Numeracy Skills	SCQF 10 -Present or convey, formally and informally, information about specialised topics to informed audiences. -Communicate with peers, senior colleagues and specialists on a professional level. -Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
Autonomy, Accountability and Working with Others	SCQF 10 -Exercise autonomy and initiative in professional/ equivalent activities. -Practice in ways that show awareness of own and others' roles and responsibilities. -Work with others to bring about change, development, and/ or new thinking.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>This module will be delivered via a blended approach with a combination of guided learning material and small, peer-led workshops, tutorials and one to one supervision.</p> <p>In each WRL project, students will work on a selected team brief challenge with the aid of an academic staff member.</p>	
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)
Tutorial / Synchronous Support Activity	50
Independent Study	150
n/a	
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:

Bauer, C. A., & Walton, G. (2024). Identity-reframing interventions: How to effectively highlight individuals' background-specific strengths. *Social and Personality Psychology Compass*, 18(1), e12830.

Smale, B., & Fowlie, J. (2015). *How to Succeed at University: An Essential Guide to Academic Skills, Personal Development & Employability*. Sage.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	A Simpson
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Module will be assessed via a portfolio of formative and summative assessments that create a capstone of the micro and meta skills in the course of the module.

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 portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Minor edits to fix typos following ILR	3/6/2025	G Hendry
Wording edited to remove reference to prior WRL experience	28/3/2025	G Hendry
New module created	3rd February 2025	C O'Donnell