



Module Descriptor

Title	Professional Pathways in Psychology		
Session	2025/26	Status	Validated
Code	PSYC10038	SCQF Level	L10
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Education and Social Sciences		
Module Co-ordinator	J Ingram		
Summary of Module			
<p>This advanced university module explores diverse professional pathways in Psychology, and is likely to include Clinical Associate, Forensic, Organisational Psychology, Educational, Health and wellbeing, Neuropsychology, and Academic Psychology. The course aims to equip students with a small comprehensive experience of five psychology aligned societal roles, focusing on applying psychological principles across these disciplines.</p> <p>Aligned with the United Nations Sustainable Development Goals (UNSDGs), the module emphasises Goal 4 (Quality Education) by fostering critical thinking and practical skills essential for effective psychology practice. Through interactive learning experiences, students engage with real-world scenarios that enhance their educational journey.</p> <p>Goal 5 (Gender Equality) is integrated into discussions on the importance of inclusivity and diversity within psychological practice, encouraging students to recognise and challenge gender biases in their fields.</p> <p>Furthermore, the module addresses Goal 16 (Peace, Justice, and Strong Institutions) by highlighting psychologists' ethical responsibilities and their role in promoting social justice and community resilience. By the end of the course, students will be prepared to navigate the complexities of their chosen pathways while contributing positively to societal wellbeing and sustainable development.</p> <p>Driven, Autonomous, Creative, Confident and Culturally aware.</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Campuses for Module Delivery	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
	<input checked="" type="checkbox"/> Paisley					
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 on society
L2	Critically appraise the role of psychologists, and/or psychology graduates, in understanding people within organisations, professions and communities
L3	Reflect on your learning at university and how it has changed your approach to work, caring, volunteering, or other external activities
L4	Evaluate your meta-learning at university, and how it has changed your approach to work, caring, volunteering or other external activities

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 extensive, detailed and critical knowledge and understanding in one or more specialisms
Practice: Applied Knowledge and Understanding	SCQF 10 Demonstrate extensive, detailed and critical knowledge and understanding in one or more specialisms Demonstrate a critical awareness of how to formulate research hypotheses and operationalise research constructs. Demonstrate a critical appreciation and application of appropriate ethical standards in 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 Plan and execute a work related project Demonstrate effective information retrieval and handling skills where appropriate. Demonstrate the ability to describe, evaluate, and link psychological theory to your chosen context.
Communication, ICT and Numeracy Skills	SCQF 10 Demonstrate the ability to present information to an informed audience. Communicate with your peers and psychology staff. Use creative methods of communication with various audiences

Autonomy, Accountability and Working with Others	SCQF 10 Demonstrate effective time and resource management to achieved desired objectives. Function as an independent learner capable of adopting a self-reflective approach to learning..
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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, & small peer lead workshops, tutorials and some one-to-one supervision.</p> <p>Within the module, the student will select 5 pathways, approximately equivalent to 18 hours of direct contact on the various pathways available in each term to apply, develop and critically evaluate their learning, meta-skills and possible future development as a psychologist.</p> <p>Each pathway may choose to flip classrooms, blend learning through in-person lectures, workshops, or peer-to-peer learning and upskilling.</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)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	72
Asynchronous Class Activity	72
Independent Study	420
Please select	
Please select	
TOTAL	600

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Fook, J. & Gardner, F. (2007). Practising Critical Reflection: A Resource Handbook. Maidenhead, Open University Press.</p>
<p>(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)</p>

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 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 module 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 module if you are not regularly engaging with the module work and live 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	G Hendry

External Examiner	TBA
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input 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 assessments and 5 summative assessments worth 90%
Assessment 2
A capstone of the micro and meta skills collected in the course of the module worth 10%
(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 (e.g. various modalities chosen by the staff and student)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written reflection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	

Change Control

What	When	Who
New module proposed	3 rd February 2025	C O'Donnell
Changes in line with ILR comments	3th June 2025	J Ingram