Module Descriptor

Title	Critically Applying Criminology & Psychology with Work-Related learning		
Session	2026/27	**Status**	Pending approval
Code	PSYC10XXX	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	TBC		

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. Within this module, students will build upon their completed university modules so far and their external experiences to critically apply psychology to work-related learning.

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-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	Critically evaluate the role of psychological and criminology theories in understanding organisations
L2	Critically describe the role of psychological & ciminology theory in understanding people within organisations
L3	Critically evaluate 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 theoretical understanding in using a wide range of the principle professional skills, technqiues, 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/criminology understanding when executing a defined work-related project aligned with either subject.
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	
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. This module will be delivered via a blended approach with a combination of guided learning material, & small peer lead workshops, tutorial and some one to one supervision. As part of the project students will work on a selected team brief challange with the aid of a staff member.	
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, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission 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	☐ **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	TBC
External Examiner	TBC
Accreditation Details	British Psychological Society
Module Appears in CPD catalogue	☐ **Yes** ☒ **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 that create a capstone of the micro and meta skills collected 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	☒	☒	☒	☐	☐	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
Wording edited to remove reference to prior WRL experience	18/022026	G Hendry
New module created	3rd February 2026	C O'Donnell