Postgraduate Programme Specification

Session	2026/27	**Last Modified**	02/06/2025
Named Award Title	MSc Psychology (Conversion)		
Award Title for Each Award	MSc Psychology (Conversion) PgC Psychology PgD Psychology		
Date of Approval	28/05/2025		
Details of Cohort Applies to	All new cohorts		
Awarding Institution	University of the West of Scotland n/a	**Teaching Institution(s)**	University of the West of Scotland n/a
Language of Instruction & Examination		English	
Award Accredited by		British Psychological Society	
Maximum Period of Registration		4 years	
Duration of Study			
Full-time	1 year	**Part-time**	2 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 Maciejewski		

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:

Appropriate Undergraduate Qualifications:
Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Appropriate undegraduate qualifications (minimum 2:2 classification) include an honours degree in any subject area, a non-accredited psychology degree, or an ordinary degree with significant and relevant work experience. Where candidates do not meet the standard entry requirements, they must demonstrate that they have sufficient relevant professional or practice-based experience to undertake their chosen programme of study.

Other Required Qualifications/Experience
For applicants whose first language is not English, Regulation 2.12 sets out the English Language Requirements in terms of IELTS. See details at English Language Requirements | UWS | University of the West of Scotland.

Admission based on Recognition of Prior Learning (RPL) is limited to a maximum of 60 credits. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is not permitted. The amount of credit transferred through RPL (APL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with Distinction cannot be granted for awards where credit is transferred in at level 11.

Further desirable skills pre-application
n/a

General Overview
Introduction to the programme

This degree programme offers graduate students the opportunity to gain a British Psychological Society (BPS) accredited psychology degree. Many students develop an interest in psychology later in their academic careers, and therefore the conversion degree pathway, which recognises their existing graduate skills, allows them to pursue that interest. The degree provides the opportunity to gain a scientificing understanding of the mind, brain, and behaviour as well as a number of transferable skills that are important in the job market. Distinctive features of the programme include:

1) Focus on the application of psychology to real world settings and problems

2) Strong emphasis on employability and personal development planning

3) The programme is attractive to international students as it enables them to obtain a BPS accredited psychology degree, which is a key requirement for entering other postgraduate courses that would qualify them to work as professional psychologists in the United Kingdom.

4) Focus on research-led teaching drawing on the strong research base within the Applied Psychology Research Group. The expertise of staff members in their respective disciplines informs teaching practices and therefore provides students with an excellent understanding of applied psychology research in the context of the United Nations' Sustainable Development Goals (e.g., Gender Equality, Quality Education, Good Health & Wellbeing).

The degree provides students with an understanding of the core areas of psychology, such as developmental, social, biological, cognitive, and individual differences psychology. There is a strong emphasis on developing research skills and knowledge, such as data analysis and critical reflection on approaches to data collection.

Employability and career prospects

Throughout the degree, students will acquire or enhance a number of transferable skills, such communication skills, data analysis, computer literacy, group work skills and critical thinking and problem solving. The combination of subject-specific and transferable skills offered throughout the degree has made the psychology degree marketable in the world of work. Upon graduating some students opt to follow a postgraduate route with the aim of entering professional areas of psychology. Further postgraduate courses can be found in areas such as occupational psychology, educational psychology, clinical psychology, forensic psychology, counselling psychology and sports psychology. Some graduates may opt to follow a research pathway and consider PhD research. By the end of this programme students who have passed all modules will be eligible for Graduate Basis for Chartership of the BPS and will as such be eligible to apply for further study in psychology.

In addition, the BPS has identified a number of employment streams that psychology graduates may enter. Many psychology graduates enter industry or commerce sectors. The range of general skills embedded in a 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 career and employment information can be found on the BPS website www.bps.org.uk.

Mode of delivery

The programme has a single entry point in September. Students can opt to follow a part-time route. The structure of this route is as follows:

Year 1 – students must complete two Term 1 modules, one of which must be Research Methods in Psychology, and two Term 2 modules
Year 2 – students must complete the remaining Term 1 and Term 2 modules and the Psychology Research Dissertation module in Terms 2 and 3.

Learning, teaching and assessment

The MSc Psychology learning, teaching and assessment framework has been carefully aligned with the University's Strategic Plan and mapped against the key institutional strategies. The framework has been designed to foster an inclusive learning culture within the programme and provide a variety of authentic, student-centred learning and assessment opportunities and experiences, increasing subject-specific skills, knowledge and understanding, while also developing key transferable skills. Inquiry-based learning is an important part of the research-led learning experience that is provided for students throughout the programme. A blended learning approach will be employed across all modules within the programme. Students will be engaged in learning through various on-campus learning events, such as lectures and workshops, supported by independent learning activities to be completed in students' own time. A virtual learning environment (VLE) will be used on all modules to provide a platform for communication with peers and staff and to structure and facilitate learning, teaching, and assessment. The degree is fully aligned with the University’s strategic plan of providing an internationalised curriculum. The international

perspective of the degree is further enhanced by the perspective adopted by psychology which emphasises cultural perspectives and individual differences.

Typical Delivery Method

In Terms 1 and 2, full-time students will typically attend weekly on-campus learning events (approximately 10 hours across 2 consecutive days) and be given additional, weekly, asynchronous learning activities to complete before and after the events. In Term 3, while working their dissertation project, the on-campus learning events will be reduced to 1 or 2 hours each week.

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 – "I am UWS" (Universal, Work Ready and Successful) - and with the institutional policy on personal development planning (PDP). The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability, and citizenship competencies. The programme facilicates the development of all the UWS Graduate Attributes, with a particular focus on: critical thinker, analytical, inquiring, digitally literate, autonomous, incisive, socially responsible, resilient, ethically-minded, emotionally intelligent, research-minded, culturally aware, and effective communicator.

Employability and PDP are embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progress and development, stimulating reflection, self-regulation, and a more productive engagement with employability. It is recognised that PDP is an essential component of lifelong learning and continuing and professional development. To support this activity, all students will be encouraged to engage with PDP tools, supported by their personal tutor. Personal tutors will be psychologists who will be able to provide guidance on career planning and employability enhancement in additional to traditional pastoral care. In addition, there will be career and employability focused events throughout the academic year, which provide students with the opportunity to learn how to enhance their employability and to explore career paths within and outwith psychology. External speakers and UWS Careers Advisors contribute to these events.

Work Based Learning/Placement Details

Whilst this programme has no formal placement or work-based learning, students will be encouraged to recognise the workplace as a learning environment, drawing on the naturally occuring part-time employment (paid or unpaid) experiences that university students undertake while studying for the degree.

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. This programme offers a high degree of student-led flexibility. Students are academically engaged if they are regularly engaged with scheduled live sessions on campus, including engaging with online learning activites in their 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, in order togain the most from this programme, it is recommended that students participate in all scheduled live classes and complete self-directed learning activities in a timely manner.

It may be difficult to pass the assessments associated with this module if students are not regularly engaging with the module work and live classes. The programme team may reach out to students to check how things are going and offer support if they observe that the students 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 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Develop knowledge and critical understanding on the core areas of the discipline (as specified by the BPS), their scientific underpinning, historical origins, development and limitations.
A2	Understand and critically evaluate the range of research methods, including quantitative and qualitative research paradigms, used in the scientific study of psychology.
A3	Demonstrate a critical awareness and appreciation of the inherent variability and diversity of behaviour and experience.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply psychological knowledge and skills to promote understanding of the variability and diversity in psychological functioning.
B2	Explore the contribution of psychological theory and research in a range of applied settings.
B3	Develop a critical understanding of the practical and ethical challenges of psychological research.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate the ability to communicate complex ideas and understanding both orally and in written format.
C2	Develop the ability to lead debates and participate in group discussions on contemporary research topics.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Synthesise and present, in both written and verbal format, complex information concerning the application of psychological methods, theory and research across a range of contexts.
D2	Deal with complex issues in psychology and make informed judgements in situations in the absence of complete or consistent data/information.
D3	Critically assess and make informed and reasoned conclusions on contentious or disputed issues in psychology.

D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Self and peer evaluation: Critical reflection on own, and others' work.
E2	Demonstrate the ability to effectively manage time and resources.
E3	Develop as an independent researcher: make informed judgements in respect of research design and data analysis.
E4	Demonstrate the ability to address complex ethical and professional issues.
E5	Demonstrate an ability to interact with supervision in an appropriate and effective way.

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PSYC11005	Research Methods in Psychology	20	☒	☐	☐	
11	PSYC11006	Contemporary Social Psychology	20	☒	☐	☐	
11	PSYC11010	Developmental Psychology	20	☒	☐	☐	
11	PSYC11xxx	Psychology of Individual Differences	20	☐	☒	☐	
11	PSYC11015	Biopsychology	20	☐	☒	☐	
11	PSYC11xxx	Cognition	20	☐	☒	☐	
11	PSYC11004	Psychology Research Dissertation	60	☐	☒	☒	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Certificate (PgCert) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*	
Students who have completed at least 60 credits from the option modules listed above and who elect not to proceed are eligible for the award of PgCert Psychology. Distinction is not awarded at this level, and the award is not accredited by the British Psychological Society.	
SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Extend breadth of knowledge on the core areas of the discipline (as specified by the BPS), their scientific underpinning, historical origins, development and limitations.
A2	Demonstrate a critical understanding of the theories, concepts and principles underpinning psychology
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Extend critical understanding of the psychological knowledge and skills to promote understanding of the variability and diversity in psychological functioning.
B2	Systematically analyse the contribution of psychological theory and research in a range of applied settings.
B3	Systematically identify contemporary psychological issues and apply appropriate research methods to explore potential causes and suggest solutions.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Be able to communicate complex ideas and understanding both orally and in written format to a range of audiences with different levels of knowledge/expertise such as peers and members of academic staff.
C2	Develop skills in using appropriate tools, including leading specialist software applications for the analysis of data.
C3	Demonstrate the ability to critically evaluate numerical, statistical and other forms of data within the research context.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review, consolidate and extend knowledge, skills, practices and thinking in applying psychology across a range of contemporary social settings.
D2	Synthesise and present, in both written and verbal format, complex information concerning the application of psychological methods, theory and research across a range of contexts.
D3	Critically assess and make informed and reasoned conclusions on contentious or disputed issues in psychology.
D4	

D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy and initiative in carrying out learning activities.
E2	Take responsibility for their own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.
E3	Develop as an independent researcher: make informed judgements in respect of research design and data analysis.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules
OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PSYC11005	Research Methods in Psychology	20	☒	☐	☐	
11	PSYC11006	Contemporary Social Psychology	20	☒	☐	☐	
11	PSYC11010	Developmental Psychology	20	☒	☐	☐	
11	PSYC11XXX	Psychology of Individual Differences	20	☐	☒	☐	
11	PSYC11008	Biopsychology	20	☐	☒	☐	
11	PSYC11XXX	Cognition	20	☐	☒	☐	
11	PSYC11004	Psychology Research Dissertation	60	☐	☒	☒	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Diploma (PgDip) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
Students who have completed 120 credits from the core modules listed above and who elect not to proceed are eligible for the award of PgDip Psychology. The award is not accredited by the British Psychological Society. For information on the award of Distinction, please refer to Regulation 3.25 in the Regulatory Framework.

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate extensive knowledge and critical understanding on the core areas of the psychology (as specified by the BPS), their scientific underpinning, historical origins, development and limitations.
A2	Demonstrate critical knowledge and extensive understanding of a specific psychological topic through research work, which is informed by developments at the forefront of the discipline.
A3	Demonstrate a critical understanding of the theories, concepts and principles underpinning psychology.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Using a critical understanding of the psychological knowledge plan and execute a significant research project in an area of psychology.
B2	Retrieve, interpret, critically analyse and manipulate primary data to produce a significant research project in an area of psychology.
B3	Systematically analyse the contribution of psychological theory and research in a range of applied settings.
B4	Demonstrate a critical understanding of the practical and ethical challenges of psychological research.
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate effectively and appropriately in speech and through and extended piece of writing with peers, more senior colleagues and specialists.
C2	Make effective use of information retrieval systems and use information technology applications to conduct data collection and analysis and to present this in an appropriate format.
C3	Demonstrate more advanced skills in using appropriate tools, including leading specialist software applications for the analysis of data.
C4	Demonstrate more advanced skills to critically evaluate numerical, statistical and other forms of data within the research context.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline.
D2	Make use of research methods skill to critically identify and analyse conceptual and empirical problems relating to the study and understanding of your chosen topic area.
D3	Draw on information from a variety of sources, including academic research publications, to offer sound and distinct insights on the chosen research topic.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	In conjunction with a supervisor construct and follow a plan to progress research report.
E2	Systematically identify and address own learning needs both in current and in new areas.
E3	Develop as an independent researcher by planning, designing, executing and writing up a research report.
E4	
E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PSYC11005	Research Methods in Psychology	20	☒	☐	☐	1
11	PSYC11006	Contemporary Social Psychology	20	☒	☐	☐	
11	PSYC11010	Developmental Psychology	20	☒	☐	☐	
11	PSYC11XXX	Psychology of Individual Differences	20	☐	☒	☐	
11	PSYC11008	Biopsychology	20	☐	☒	☐	
11	PSYC11XXX	Cognition	20	☐	☒	☐	
11	PSYC11004	Psychology Research Dissertation	60	☐	☒	☒	

Footnotes for Core Modules

1 Students can opt to follow a part-time route. The structure of this route is as follows:

Year 1 - studnts must complete two Term 1 modules, one of which must be Research Methods in Psychology, and two Term 2 modules

Year 2 - students must complete the remaining Term 1 and Term 2 modules and Psychology Research Dissertation in Terms 2 and 3

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

The award of MSc Psychology (Conversion) shall be awarded to students who have completed 180 credits from all the core modules listed above. To gain British Psychological Society accreditation, students must have passed their dissertation and attained a minimum 50% on all modules. For information on the award of Distinction, please refer to Regulation 3.25 in the Regulatory Framework.

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 at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
Specification transferred to the new template	20/12/24	G Maciejewski
Data of approval added	02/06/25	G Maciejewski