

**University of the West of Scotland  
Undergraduate Programme Specification**

Session: 2022/23

Last modified: 15/07/2022 09:14:23

<b>Named Award Title:</b>	<b>BSc (Hons) Psychology Single</b>
<b>Award Title for Each Award:</b>	<b>BSc (Hons) Psychology BSc Psychology Dip HE Psychology Cert HE Psychology</b>
<b>Awarding Institution/Body:</b>	University of the West of Scotland
<b>Language of Instruction &amp; Examination:</b>	English
<b>Award Accredited By:</b>	British Psychological Society
<b>Maximum Period of Registration:</b>	
<b>Mode of Study:</b>	Full Time Part Time
<b>Campus:</b>	Paisley
<b>School:</b>	School of Education & Social Sciences
<b>Programme Leader:</b>	Dr Melody M Terras

**Admission 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:

**SQA National Qualifications**

Year 1

- Scottish Highers: ABBB or AABC or 114 UCAS Tariff points
- A levels: BBC or 112 UCAS Tariff points
- Irish Leaving Certificate: H2 H3 H3 H3
- International Baccalaureate (IB) Diploma: 27 points

**or GCE**

Year 1 - A Levels - CCC, plus GCSE English and Maths (Grade C, or above).

Year 2 - A Levels – BBC (to include Psychology) plus GCSE English and Maths at C or above

**or SQA National Qualifications/Edexcel Foundation**

SQA HNC / BTEC Level 4 HNC: Science or Social Sciences or Social Studies or Social Care or Social Services or Counselling or Care & Admin Practice or Coaching & Developing Sport or Early Education & Childcare or Childhood Practice

- Scottish Wider Access Programme: Access to Humanities BBB plus Higher English or Access to Life Sciences BBB plus Higher English or Access to Primary Education BBB with B in the Graded Unit or Access to Medical Studies BBB or Access to Dietics BBB

**Other Required Qualifications/Experience**

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

## Further desirable skills pre-application

### General Overview

#### Introduction to the Programme

Study the human mind and behaviour in this British Psychological Society (BPS) accredited course – the first step towards becoming a chartered psychologist. The primary aim of the psychology degree is to develop our understanding of how and why people act in the way that they do.

Key features of the course:

- Focus on the application of psychology to real-world settings and problems, such as mental and physical health, education and young people and the world of work.
- Develop an understanding of the research and investigation process through the collection, analysis and interpretation of data.
- Development of employability skills and an awareness of how psychology helps us to understand the workplace.
- The degree provides BPS accreditation and as such is the first step on a path to a career in psychology.

#### Student Learning Journey

In the 1st and 2nd year, the degree introduces students to the key topics and methods of investigation used within psychology and considers how psychology can aid our understanding of current real-world issues. The Psychology modules that are studied in 1st year are Introduction to Psychology A, Introduction to Psychology B, Applying Psychology and Investigating Psychology. In addition, in 1st year, students also choose two option modules from another subject area in each term, alongside their psychology modules. This provides students with the opportunity to be exposed to different disciplinary perspectives and enriches their understanding of the world and their awareness of the cross-disciplinary implications of the material they are studying. In 2<sup>nd</sup> year the focus on Psychology will be intensified and students will take six Psychology modules: Introductory Cognitive & Social Psychology, Biological & Developmental Psychology, Qualitative Research Skills in Psychology, Quantitative Research Skills in Psychology, Essential Skills for Psychologists, and Understanding Psychology Past and present. These modules introduce and further develop understanding and application of core BPS content (e.g Contemporary and Historical issues in Psychology) and the skills and research methodologies necessary to engage in psychological enquiry.

In 3rd year students will further develop their understanding of psychology knowledge, skills and methods by taking six modules that cover the core areas of psychology as outlined by the British Psychological Society, including Developmental Psychology, Social Psychology, Biological Psychology, Cognitive Psychology, Research Methods and Individual Differences.

In the 4th year, there is the opportunity to study the applications of psychology through several specialised and applied optional modules. The optional modules provide students with an opportunity to explore the application of psychological knowledge to our understanding of real-world issues, utilising research-informed teaching that mirrors UWS specialisms or modules that facilitate experiences of professional psychology routes. In addition, students carry out a research project on a topic of their choosing. Throughout their time on the BSc (Hons) programme, students are allocated to a personal tutor who will be able to provide advice and support their studies.

#### Learning, Teaching and Assessment

A range of teaching and learning methodologies are used within the degree. This includes lectures, seminars, workshops, group work, flipped-classroom and inquiry-based learning and authentic assessment experiences. Our emphasis is on building independent learning skills and working in collaboration with our students.

A hybrid based learning approach is an important part of the research-led learning experience that is provided for students throughout the programme. At each level, students have opportunities to further their learning by carrying out inquiry-based collaborative tasks and research, either individually or in collaboration with their fellow students. In 1st year students take the core Investigating Psychology module. This module adopts an inquiry-based format whereby students are provided with the opportunity to develop their understanding of a key debate within psychology through independent inquiry by identifying and formulating an appropriate research question related to that debate. In 2nd year students take two core Research Skills modules (Qualitative Research Skills in Psychology, Quantitative Research Skills in Psychology) that aim to get students actively involved in the process of carrying out research. During the module, students learn about psychological research methods by

identifying and exploring research problems utilizing both qualitative and quantitative methodologies in collaboration with their fellow students. The inquiry-based approach culminates in the final year Psychology Dissertation module which takes an inherently inquiry-based approach as students undertake an independent empirical research project. In order to do so, they must go through the process of identifying an appropriate research question and selecting an appropriate method with which to investigate this research question.

As students progress, the level of autonomous work increases culminating in the final year project where students carry out their own individual project with supervisory guidance. Some optional modules adopt student-centred teaching in the form of student-led seminars and presentations. Laboratory and other practical and project work form a key component of the skills developed by students on this programme. Core modules will include an element of practical activity. These include a range of exercises which, as the student progresses through the programme, increase in scope and complexity and in the later stages depend more on the initiative of the student and less on direction by tutors.

The modules employ a variety of assessment methods and formative exercises. A range of coursework is used including essays, critical review exercises, practical reports, case studies, forensic case assessment, posters and oral presentations, lab exercises and digital assessments, such as narrated presentations, , etc. In addition, exams style of assessments is used in a small number of modules from 2nd year onwards.

The assessment strategy places greater emphasis on continuous assessment in the early stages of the programme while introducing students to the necessary skills to underpin the later levels of their degree. The 1st-year study is grounded in an approach to learning and teaching aimed at developing the skills of the active learner in students new to higher education and making that transition a successful one. To accomplish this, we use collaborative continuous assessments that contain key learner skills, including inquiry-based learning aimed at preparing the student for the demands and rigour of study at university. All modules within the degree are supported by the use of the online Social Learning Platform (SLP). The SLP sites provide students with a range of active learning tasks, i.e., Podcasts, narrated screencasts, quizzes and multiple-choice tests. Teaching and Learning practices are evaluated in an ongoing way through the Division Board and School Annual Monitoring processes.

#### **Our Research Underpins and Links to our Teaching**

Throughout the degree, modules are underpinned by the research interests and activities of the psychology group who are part of the School's Research Group for Psychology, Social Work and Drug and Alcohol Studies. These research interests focus on lifespan development, marginalised and at-risk groups, the working lives of young people, the impact of our environment on our learning and health, our behaviour in the online world, and healthy and unhealthy behaviours, how our biological responses can influence our behaviours, how human-animal interaction can impact on our wellbeing and how we become, experience and recover from addictions. In the early years of the degree, these research interests underpin the applied themes within modules, e.g., in the Applying Psychology module. This allows students to be exposed to the 'real world' research and gain some insight into the links between the research and their undergraduate studies. In addition, as students move through the degree they will be able to study several optional modules from a suite of research-led applied modules (e.g. Psychology and Education, Atypical Child Development) that provide students with an opportunity to explore the application of psychological knowledge to our understanding of real-world issues, such as, mental and physical health, education and young people and the world of work, all of which draw on current staff research interests.

#### **Internationalisation**

Students have the opportunity to participate in study abroad through the Turing exchange scheme. Under this scheme, students can spend a maximum of one term at one of our partner institutions.

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

#### **Further Study**

The degree provides students with an understanding of the core areas of psychology as defined by the British Psychological Society (BPS). The BSc (Hons) Psychology degree is accredited by the BPS and provides the basis for Graduate Registration (i.e. Graduate Basis of Chartership (GBC) with the Society). This accreditation ensures that graduates can pursue a career in psychology by specialising through post-graduate study. A number of postgraduate courses exist including Educational Psychology, Clinical Psychology, Forensic Psychology, Health Psychology, Occupational Psychology and Counselling Psychology. An accredited BPS degree is necessary for entry to these courses.

However, many psychology graduates use their skills and knowledge to enter a wide variety of careers. Through the degree, graduates will attain specific knowledge in psychology and they will gain a range of additional skills that employer's value such as communication, numeracy, teamwork, computing, critical

thinking and working independently. Many psychology graduates enter the industry or commerce sectors. The range of generic skills embedded in the 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 psychology and careers options can be found on the British Psychological website at [www.bps.org.uk](http://www.bps.org.uk).

### **Graduate Attributes, Employability & Personal Development Planning**

The programme is fully aligned with institutional priorities around the development of graduate attributes (IamUWS) and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.

At Level 7 the personal tutor system is the primary focus for PDP, with tutors raising this issue in small groups of personal tutees by discussing skill enhancement and progression. In addition all Level 7 psychology students must take and pass the Applying Psychology (T1) and the Investigating Psychology (T2) module. These modules have been designed to address employability issues and key skills needed by psychology students for their effective progression. The issue of career development is highlighted from first year with the Applying Psychology module introducing students to the range of areas that draw on psychology. In addition, the Introduction to Psychology B (T2) module is charged with ensuring that students develop an understanding of the interpretation of statistical information. At Level 8 the personal tutor system continues as the primary means of PDP with tutors continuing with group and one-to-one meetings with tutees. In all years psychology students will have psychology staff as personal tutors in order to provide them with specialist guidance on issues such as employment and career opportunities.

At Level 9 students take the core module Individual Differences and Work. Part of this module requires students to engage with employability and PDP issues. As students' progress, we organise a Careers Fayre for third-year students in the early part of T2. This event provides students with the opportunity to explore career paths within psychology. In addition, students are encouraged to engage with the University careers advisers.

In Level 10 the Dissertation module takes on a central role for students. In the context of PDP the dissertation supervisor is charged with ensuring that students address the issue of reflecting on their development throughout their degree studies. Staff will also be able to draw student's attention to the career guidance support offered by Student Services. In addition to the contact with their supervisor, the Dissertation module has a number of workshops and seminars where students meet as a year group. These sessions focus on enhancing skills necessary for the production of a good dissertation and highlight the transferable nature of these skills.

### **Work Based Learning/Placement Details**

At Level 9 the core module Individual Differences and Work is designed to encourage students to apply psychological knowledge to the workplace. Students are encouraged to recognise the workplace as a learning environment. The module draws in part on the naturally occurring part-time employment (paid/unpaid, voluntary and commercial) experiences that students in the HE sector undertake while studying for their degrees. The aim of the module is to link understanding of employment experience with psychological theory and research. An optional L10 module, Psychology and Work, provides students with an opportunity to develop their understanding of psychology via work-related learning.

### **Engagement**

In line with the [Academic Engagement Procedure](#), Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including

those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

All full-time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

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In line with the Equality Act 2010, the curriculum and delivery of Media, Culture & Society programmes are designed to promote the general equality duty, namely to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

**Programme structures and requirements, SCQF level, term, module name and code, credits and awards ( [Chapter 1, Regulatory Framework](#) )**

#### **A. Learning Outcomes (Maximum of 5 per heading)**

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a broad understanding of the nature of psychology
<b>A2</b>	Demonstrate a range of knowledge of basic theories, concepts and principles of psychology
<b>A3</b>	Demonstrate knowledge and understanding of the relevance of evidence and explanations that are research-based
<b>A4</b>	Demonstrate an awareness of the developing nature of the psychology

<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Apply knowledge and understanding of psychology to selected real world issues
<b>B2</b>	Begin to understand and acquire the conventions of appropriate academic discourse and communication
<b>B3</b>	Distinguish psychology knowledge based on evidence and/or research from other forms of explanation, e.g anecdotal
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Explain basic psychology concepts and ideas in a coherent form
<b>C2</b>	Use oral and written forms of communication effectively in both formal and informal contexts
<b>C3</b>	Use appropriate applications, including available virtual learning environments (VLE) and the Internet, to access a variety of sources
<b>C4</b>	Use basic numerical and graphical skills to process and present quantitative information
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Evaluate arguments, information and ideas which form the basis of psychology knowledge
<b>D2</b>	Reflect on the appropriateness and validity of developed arguments
<b>D3</b>	Consider contemporary real world issues from a psychology perspective
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Be able to engage in and demonstrate a capacity for independent study
<b>E2</b>	Identify and recognise the importance of self management of their own learning
<b>E3</b>	Collaborate effectively with others in shared tasks to achieve a common goal
<b>E4</b>	Take responsibility for agreed elements of group tasks

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	PSYC07001	Introduction to Psychology (A)	20	✓			
7	PSYC07009	Applying Psychology	20	✓			
7	PSYC07008	Investigating Psychology	20		✓		
7	PSYC07010	Introduction to Psychology (B)	20		✓		

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\* Indicates that module descriptor is not published.

Footnotes

Students must take all 5 core modules

**Optional Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	FREN07005	Introduction to French 1	10	✓	✓	✓	
7	FREN07006	Introduction to French 2	10	✓	✓	✓	
7	SPAN07007	INTRODUCTION TO SPANISH 1	10	✓	✓	✓	
7	SPAN07008	INTRODUCTION TO SPANISH 2	10	✓	✓	✓	
7	PLTC07001	Democracy in the UK	20		✓		
7	SOCY07004	Introducing Sociology	20	✓			
7	SOCY07001	Development of Social Policy	20		✓		
7	SOCY07012	Making the Modern World	20	✓			

\* Indicates that module descriptor is not published.

Footnotes

Students can take any combination of modules totalling 20 credits which timetable and entry prerequisites permit from across the university portfolio

**Criteria for Progression and Award**

To proceed to Level 8 students must meet the criteria outlined in University Regulations

Students who successfully attain 120 credit points at Level 7 are entitled to the award of the Cert HE Psychology if they exit at this stage.

**B. Learning Outcomes (Maximum of 5 per heading)**

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a broad understanding of the range of methodological approaches used in psychology
<b>A2</b>	Describe and demonstrate the importance of ethics in psychology research
<b>A3</b>	Demonstrate an understanding of the key principles of biological, developmental, social and cognitive psychology
<b>Practice - Applied Knowledge and Understanding</b>	

<b>B1</b>	Apply a basic range of analytic techniques appropriate to a research question or problem
<b>B2</b>	Identify the ethical issues in the formulation of a research investigation
<b>B3</b>	Show an awareness of the conduct of psychological enquiry and report writing
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Understand and interpret quantitative and qualitative data
<b>C2</b>	Carry out a range of basic numerical and statistical procedures and report them effectively
<b>C3</b>	Communicate using appropriate academic conventions
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Formulate a basic design to research a problem and identify the strengths and limitations of the approach proposed
<b>D2</b>	Summarise and evaluate competing explanations and interpretations of social phenomena from a methodological perspective
<b>D3</b>	Analyse and apply psychology research findings to real-world situations.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Work effectively in autonomous and group settings, managing time, prioritising tasks and meeting deadlines
<b>E2</b>	Take responsibility for own learning and review and evaluate own learning and development

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	PSYC08011	Essential Skills for Psychologists	20	✓			
8	PSYC08005	Introductory Cognitive & Social Psychology	20	✓			
8	PSYC08014	Quantitative Research Skills in Psychology	20	✓			
8	PSYC08013	Qualitative Research Skills in Psychology	20		✓		
8	PSYC08007	Biological & Developmental Psychology	20		✓		
8	PSYC08015	Understanding Psychology Past and Present	20		✓		

\* Indicates that module descriptor is not published.

#### Footnotes

All core modules are compulsory

#### Optional Modules



SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Progression and Award

To proceed to Level 9 students must meet the criteria outlined in University Regulations

Students who successfully attain a minimum of 100 credit points at Level 8 (and total 240 credits from L7 and L8) are entitled to the award of the Dip HE Psychology if they exit at this stage.

#### C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate an understanding of the core areas of psychology
<b>A2</b>	Demonstrate awareness of alternative research methods (quantitative and qualitative)
<b>A3</b>	Show an awareness of the range of factors that influence behaviour and experience
<b>A4</b>	Demonstrate the link between psychological theory and real life issues
<b>A5</b>	Understand the bi-directional relationship between theory and research.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Demonstrate an understanding of the empirical research process
<b>B2</b>	Demonstrate competence in research skills through practical activities
<b>B3</b>	Show an awareness of ethics in the research context
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Demonstrate an understanding of alternative means of presenting information
<b>C2</b>	Show the ability to communicate psychological knowledge through oral and written expression
<b>C3</b>	Demonstrate computer literacy through the use of a range of software packages
<b>C4</b>	Demonstrate the ability to interpret and use numerical and graphical data to report research findings

<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Demonstrate the ability to retrieve information from a range of sources
<b>D2</b>	Be able to describe and interpret research literature
<b>D3</b>	Be able to identify research questions and, with suitable academic support, devise appropriate strategies of investigation
<b>D4</b>	Demonstrate the ability to comprehend and evaluate a variety of forms of data, including numerical and statistical data
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Be able to work in group settings to achieve specified goals
<b>E2</b>	Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management
<b>E3</b>	Be aware of the link between ethical guidelines and their implications for psychological research.

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	PSYC09007	Child Development	20	✓			
9	PSYC09014	Individual Differences & Work	20		✓		
9	PSYC09015	Applying Psychology Methods	20	✓			
9	PSYC09004	Biological Psychology	20		✓		
9	PSYC09005	Cognitive Psychology	20		✓		
9	PSYC09011	Social Psychology	20	✓			

\* Indicates that module descriptor is not published.

#### Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

#### Footnotes

There are no optional modules at L9 for BSc (Hons) Psychology students as they are covering core discipline areas linked to accreditation.

#### Criteria for Progression and Award

Progression from Level 9 to 10 is dependent on the student satisfying the criteria specified in University Regulation

Attention is drawn to Regulations which specifies that progression to Level 10 is not normally permitted if the student has any credit deficit.

Students who successfully attain 120 credit points at Level 9 (and have 240 credits from L7 and L8) are entitled to the award of the BSc Psychology if they exit at this stage.

#### D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Show a critical understanding of the application of psychological theory to real life issues
<b>A2</b>	Understand and evaluate the range of research methods, including quantitative and qualitative research paradigms, used in the scientific study of psychology
<b>A3</b>	Show a detailed knowledge and understanding of a number of specialised areas of Psychology
<b>A4</b>	Understand the scientific underpinning of psychology as a discipline, its historical origins, development and limitations
<b>A5</b>	Demonstrate the ability to systematically apply and integrate multiple perspectives to psychological issues Show a critical understanding of the application of psychological theory to real life issues Demonstrate the ability to systematically apply and integrate multiple perspective to psychological issues Have a critical understanding of the relationship between research, theory and practice/application.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Identify and describe questions for empirical investigation, formulate appropriate research questions and operationalise constructs accordingly.
<b>B2</b>	Have the ability to select, conduct and analyse/evaluate appropriate laboratory and non-laboratory measurements of behaviour
<b>B3</b>	Appreciate and apply appropriate ethical standards to the research process
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Demonstrate the ability to present information to an informed audience
<b>C2</b>	Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within the research context
<b>C3</b>	Communicate with professional level peers and subject specialists.
<b>C4</b>	Demonstrate a range of IT skills including use of statistical software

<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Demonstrate effective information retrieval and handling skills
<b>D2</b>	Demonstrate the ability to describe and critically evaluate research literature
<b>D3</b>	Be able to systematically identify problems and formulate questions for empirical investigation
<b>D4</b>	Demonstrate the ability to analyse, evaluate and use data in a variety of forms, including numerical and statistical data
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Be able to work effectively as part of a team or small group and react and accommodate interpersonal and contextual factors
<b>E2</b>	Demonstrate the ability to undertake self-directed study to achieve specified goals
<b>E3</b>	Demonstrate the ability to work independently and manage one's own time
<b>E4</b>	Function as an independent learner capable of adopting a self reflective approach to learning
<b>E5</b>	Understand and appreciate the need to conduct practical work in line with BPS ethical guidelines. Understand and appreciate the need to conduct practical work in line with BPS ethical guidelines.

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	PSYC10004	Psychology Dissertation	40	✓	✓		
10	PSYC10010	Psychological Theory	20	✓			

\* Indicates that module descriptor is not published.

#### Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	PSYC10006	Health Psychology	20	✓			
10	PSYC10011	Psychology & Education	20	✓			
10	PSYC10017	Psychology & Work	20	✓			
10	PSYC10019	Atypical Child Development	20		✓		

10	PSYC10021	Applied Cyberpsychology	20		✓		
10	PSYC10025	Psychology of Addictive Behaviours	20	✓			
10	PSYC10014	Foundations of Applied Behaviour Analysis	20		✓		
10	PSYC10015	Culture & Childhood	20		✓		
10	PSYC10016	Environmental Psychology	20		✓		
10	PSYC10024	Forensic Psychology	20		✓		
10	PSYC10027	Psychology of Human-Animal Interactions	20		✓		

\* Indicates that module descriptor is not published.

#### Footnotes

Students choose 3 modules from the list above

#### Criteria for Award

Degree classification system for BSc (Hons) Psychology differs from the University Regulations. In order to meet the requirements of the British Psychological Society (BPS) Level 9 modules must be seen to contribute to the honours year.

The system for degree classification involves the mean mark for eight modules in all –five Level 10 modules (including the double credited dissertation module) and the student’s three best Level 9 modules. Students must have attained a grade of C or above in all modules. In accordance with the University Regulations, the mean mark is used for degree classification as outlined in the Regulations.

To gain BPS accreditation students must have passed their Dissertation and have attained a minimum honours degree classification of a lower second and have passed the dissertation.

#### **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 an exit award of CertHE / DipHE or BA / BSc in Combined Studies.  
For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.  
For students studying BEng or BSc awards, the award will be BSc Combined Studies.

**Version Number: 1.10**