

University of the West of Scotland
Undergraduate Programme Specification

Session: 2024-25**Last Modified:** 13th March 2024**Status:** Published

1	Named Award Title:	BSc (Hons) Psychology
2	Award Title for Each Award: ¹	BSc (Hons) Psychology BSc Psychology Dip HE Psychology Cert HE Psychology
3	Date of Validation / Approval:	ILR and BPS accreditation in 2019.
4	Details of Cohorts Applies to:	Entry students 2021-2024
5	Awarding Institution/Body:	University of the West of Scotland
6	Teaching Institution(s): ²	University of the West of Scotland
7	Language of Instruction & Examination:	English
8	Award Accredited By:	British Psychological Society
9a	Maximum Period of Registration:	Authorised Interruption Guidance notes (uws.ac.uk)
9b	Duration of Study:	Full Time – 4 years; Part Time – 8 years
10	Mode of Study:	Blended
11	Campus:	Paisley, Dumfries
12	School:	Education and Social Sciences
13	Programme Board:	UG/ PG Psychology
14	Programme Leader:	Dr Gillian Hendry

15. Admission Criteria

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

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: BBBB (108 UCAS Tarriff points) or BBBC (102 UCAS Tariff points)

-A levels: BCC (104 UCAS Tariff points)

-Irish Leaving Certificate: H1 H2 H2 H2

-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: Additional Support Needs **or** Applied Science **or** Counselling **or** Care & Admin/Healthcare Practice **or** Coaching & Developing Sport **or** Early Education & Childcare **or** Childhood Practice **or** Legal Services **or** Police Studies **or** Social Sciences **or** Social Studies **or** Social Care **or** Social Services **or** Working with Communities

-Scottish Wider Access Programme: Access to Humanities **or** Access to Humanities, Law & Business **or** Access to Life Science (Plus SQA Higher English) **or** Access to Medicine **or** Access to Primary Education **or** Access to Education **or** Access to Chemical & Biological Sciences **or** Access to Social Sciences (BBB)

-SQA HND/ BTEC Level 5 HND: Legal Services

Year 2

- **SQA ADVANCED HIGHERS:** BCC (128 UCAS TARIFF POINTS)
- **A-LEVELS:** BBB (120 UCAS TARIFF POINTS)
- **INTERNATIONAL BACCALAUREATE (IB) DIPLOMA:** 28 POINTS
- **SQA HNC / BTEC LEVEL 4 HNC:** SOCIAL SCIENCES OR SOCIAL STUDIES (FOR SQA HNCS WITH GRADE B IN THE GRADED UNIT)
- **SQA HND / BTEC LEVEL 5 HND*:** SOCIAL SCIENCE

* HNDs will be considered on an individual basis

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 (i.e. to satisfy additional PSRB requirements or other)

16	<p>General Overview</p> <p>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 your understanding of how and why people act in the way that they do.</p> <p>Key features of the course:</p> <ul style="list-style-type: none"> • 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. <p>Student Learning Journey</p> <p>In Levels 7 and 8 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 L7, students also choose an optional module from another subject area in each term, alongside the university wide Aspire module. 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.</p> <p>In L8 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 British Psychological Society (BPS) content (e.g. Contemporary and Historical Issues in Psychology) and the skills and research methodologies necessary to engage in psychological enquiry.</p> <p>In Level 9 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 BPS: Developmental Psychology; Social Psychology; Biological Psychology; Cognitive Psychology; Applying Psychology Methods and Individual Differences.</p> <p>In Level 10, 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 undertake the core IBL-based Impact of Psychology module, and carry out a dissertation research project on a topic of their choosing.</p> <p>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.</p>
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Learning, Teaching and Assessment

A range of learning and teaching 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 blended 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 L7, students take the core Applying Psychology (T1) and Investigating Psychology (T2) modules which adopt 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 L8, 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 these modules, 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, conduct the research and analyse data, and consider all the ethical implications. This year there is also the implementation of Impact of Psychology; a new core L10 module which replaces Psychological Theory and adopts an IBL approach.

Some L10 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, posters and oral presentations, lab exercises and digital assessments, such as narrated presentations. In addition, exam-style of assessments is used in a small number of modules from L8 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

	<p>practices are evaluated in an ongoing way through the Division Board and School Annual Monitoring processes.</p> <p>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 Applied Psychology. These research interests focus on a myriad of topics such as 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, 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. L10 Psychology and Education, Diversity in Neurodevelopment) 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
17	<p>Graduate Attributes, Employability & Personal Development Planning</p>
	<p>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-</p>

	<p>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.</p> <p>At L7, the university-wide module Aspire 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 L7 psychology students must take and pass the Applying Psychology (T1) and the Investigating Psychology (T2) modules. 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.</p> <p>At L8 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. In addition, the L8 module Essential Skills for Psychologists helps students understand, identify, and communicate the core skills relevant to the field of psychology that they will learn during their psychology degree</p> <p>At L9 students take the core module Individual Differences. Part of this module requires students to engage with personality in the workplace. As students progress, we liaise with the Careers team and advertise employment and voluntary opportunities to students.</p> <p>In L10 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 students' 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. The L10 elective - Work Related Learning - specifically provides students with an opportunity to work with an academic staff member to explore how work and education and intertwined from an experiential and reflective perspective.</p>
18	Work Based Learning/Placement Details
	<p>At Level 9 the core module Individual Differences is designed in part 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. One aim of the module is to link understanding of employment experience with psychological theory and research. An optional L10 module, Work-related Learning,</p>

	provides students with an opportunity to develop their understanding of psychology via work-related learning.
19	Attendance and Engagement
	<p>In line with the Student Attendance and 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 VLE, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <p>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 Regulatory Framework: https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>
20	Equality and Diversity
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.</p> <p>In line with the Equality Act 2010, the curriculum and delivery of ESS programmes are designed to promote the general equality duty, namely to:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

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

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>

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SCQF LEVEL 7	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad understanding of the nature of psychology
A2	Demonstrate a range of knowledge of basic theories, concepts and principles of psychology
A3	Demonstrate knowledge and understanding of the relevance of evidence and explanations that are research-based
A4	Demonstrate an awareness of the developing nature of the psychology
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge and understanding of psychology to selected real world issues
B2	Begin to understand and acquire the conventions of appropriate academic discourse and communication
B3	Distinguish psychology knowledge based on evidence and/or research from other forms of explanation, e.g. anecdotal
Communication, ICT and Numeracy Skills	
C1	Explain basic psychology concepts and ideas in a coherent form
C2	Use oral and written forms of communication effectively in both formal and informal contexts
C3	Use appropriate applications, including available virtual learning environments (VLE) and the Internet, to access a variety of sources
C4	Use basic numerical and graphical skills to process and present quantitative information
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	Evaluate arguments, information and ideas which form the basis of psychology knowledge
D2	Reflect on the appropriateness and validity of developed arguments
D3	Consider contemporary real world issues from a psychology perspective
Autonomy, Accountability and Working With Others	
E1	Be able to engage in and demonstrate a capacity for independent study
E2	Identify and recognise the importance of self management of their own learning
E3	Collaborate effectively with others in shared tasks to achieve a common goal
E4	Take responsibility for agreed elements of group tasks

Learning Outcomes - Level 7 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		✓		
7	APPD07001	ASPIRE	20	✓	✓		

Footnotes for Core Modules:

Students must take all 5 modules.

Learning Outcomes - Level 7 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	SOCY07004	Introducing Sociology	20	✓			
7	SOCY07001	Development of Social Policy	20		✓		
7	SOCY07012	Making the Modern World	20	✓			

Footnotes for option modules

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

22 a	Level 7 Criteria for Progression and Award
	<p>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.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

	Level 8 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	
A1	Demonstrate a broad understanding of the range of methodological approaches used in psychology
A2	Describe and demonstrate the importance of ethics in psychology research
A3	Demonstrate an understanding of the key principles of biological, developmental, social and cognitive psychology
Practice - Applied Knowledge and Understanding	
B1	Apply a basic range of analytic techniques appropriate to a research question or problem
B2	Identify the ethical issues in the formulation of a research investigation

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

Learning Outcomes - Level 8 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		✓		

Footnotes for Core Modules:

All core modules are compulsory.

Learning Outcomes - Level 8 Optional Modules

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

Footnotes for option modules

22b	Level 8 Criteria for Progression and Award
	<p>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.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

	SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	

A1	Demonstrate an understanding of the core areas of psychology
A2	Demonstrate awareness of alternative research methods (quantitative and qualitative)
A3	Show an awareness of the range of factors that influence behaviour and experience
A4	Demonstrate the link between psychological theory and real life issues
A5	Understand the bi-directional relationship between theory and research.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate an understanding of the empirical research process
B2	Demonstrate competence in research skills through practical activities
B3	Show an awareness of ethics in the research context
Communication, ICT and Numeracy Skills	
C1	Demonstrate an understanding of alternative means of presenting information
C2	Show the ability to communicate psychological knowledge through oral and written expression
C3	Demonstrate computer literacy through the use of a range of software packages
C4	Demonstrate the ability to interpret and use numerical and graphical data to report research findings
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate the ability to retrieve information from a range of sources
D2	Be able to describe and interpret research literature
D3	Be able to identify research questions and, with suitable academic support, devise appropriate strategies of investigation
D4	Demonstrate the ability to comprehend and evaluate a variety of forms of data, including numerical and statistical data
Autonomy, Accountability and Working With Others	
E1	Be able to work in group settings to achieve specified goals
E2	Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management
E3	Be aware of the link between ethical guidelines and their implications for psychological research.

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	PSYC09007	Child Development	20	✓			
9	PSYC09011	Social Psychology	20	✓			
9	PSYC09019	Applying Psychology Methods	20	✓			
9	PSYC09016	Biological Psychology	20		✓		
9	PSYC09017	Cognitive Psychology	20		✓		
9	PSYC09018	Individual Differences	20		✓		

Footnotes for Core Modules:

All core modules are compulsory.

Learning Outcomes - Level 9 Optional Modules

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

Footnotes for option modules

There are no optional modules at L9 for BSc (Hons) Psychology students as they are covering core discipline areas linked to accreditation.
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22c	Level 9 Criteria for Progression and Award
	<p>Progression from Level 9 to 10 is dependent on the student satisfying the criteria specified in University Regulation.</p> <p>Attention is drawn to Regulations which specifies that progression to Level 10 is not normally permitted if the student has any credit deficit.</p> <p>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.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Show a critical understanding of the application of psychological theory to real life issues
A2	Understand and evaluate the range of research methods, including quantitative and qualitative research paradigms, used in the scientific study of psychology
A3	Show a detailed knowledge and understanding of a number of specialised areas of Psychology
A4	Understand the scientific underpinning of psychology as a discipline, its historical origins, development and limitations
A5	Have a critical understanding of the relationship between research, theory and practice/application.
Practice - Applied Knowledge and Understanding	
B1	Identify and describe questions for empirical investigation, formulate appropriate research questions and operationalise constructs accordingly.
B2	Have the ability to select, conduct and analyse/evaluate appropriate laboratory and non-laboratory measurements of behaviour
B3	Appreciate and apply appropriate ethical standards to the research process
Communication, ICT and Numeracy Skills	

C1	Demonstrate the ability to present information to an informed audience
C2	Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within the research context
C3	Communicate with professional level peers and subject specialists
C4	Demonstrate a range of IT skills including use of statistical software
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate effective information retrieval and handling skills
D2	Demonstrate the ability to describe and critically evaluate research literature
D3	Be able to systematically identify problems and formulate questions for empirical investigation
D4	Demonstrate the ability to analyse, evaluate and use data in a variety of forms, including numerical and statistical data
Autonomy, Accountability and Working With Others	
E1	Be able to work effectively as part of a team or small group and react and accommodate interpersonal and contextual factors
E2	Demonstrate the ability to undertake self-directed study to achieve specified goals
E3	Demonstrate the ability to work independently and manage one's own time
E4	Function as an independent learner capable of adopting a self reflective approach to learning
E5	Understand and appreciate the need to conduct practical work in line with BPS ethical guidelines.

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	PSYC10004	Psychology Dissertation	40	✓	✓		
10	PSYC1003	Impact of Psychology	20	✓			

Footnotes for Core Modules:

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Learning Outcomes - Level 10 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	PSYC10025	Psychology of Addictive Behaviours	20	✓			
10	PSYC10031	Diversity in Neurodevelopment	20		✓		
10	PSYC10032	Applied Cyberpsychology	20		✓		
10	PSYC10014	Foundations of Applied Behaviour Analysis	20		✓		
10	PSYC10016	Environmental Psychology	20		✓		
10	PSYC10028	Work-related Learning	20	✓	✓		
10	PSYC1002	Psychology & Gender			✓		

Footnotes for option modules

Students choose 3 modules from the list above.
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22d	Level 10 Criteria for Award
	<p>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.</p> <p>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.</p> <p>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.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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23	Regulations of Assessment
<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>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.</p> <p>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.</p>	
24	Combined Studies
<p>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).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p>	

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
-General housekeeping of text -Updated date of validation (point 3) -Updated list of cohort detail (point 4) -Minor changes to programme overview (point 16) -Updated attendance and engagement link (point 19) -Some L10 core modules removed	10/4/2024	G Hendry (for 23-24 spec)
<u>Updated Links:</u> <ul style="list-style-type: none"> • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework 	19/10/2023	C Winter

• Removed invalid links		
Guidance Note 2023-24 provided	12/12/23	D Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor

Version Number: UG 1 (2023-24)