

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

- |   |                           |
|---|---------------------------|
| <b>1. Awarding Institution</b>            | Queen Margaret University |
| <b>2. Teaching Institution</b>            | Queen Margaret University |
| <b>3. Professional body Accreditation</b> |                           |

- 7.4.4. Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline (A2, B2)
- 7.4.5. Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations (B4)

Subject-specific skills (typical standard):

- 7.6.1. Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology (B2, D1)
- 7.6.2. Adopt multiple perspectives and systematically analyse the relationships between them (B2)
- 7.6.3.

3. Integrate concepts and findings across the multiple perspectives, methods and conventions in psychology and related areas.

#### **B. Intellectual (thinking) skills**

1. Demonstrate competence in the critique of published psychological research in terms of both conceptual and methodological considerations;
2. Make critical judgements and evaluations, take different perspectives on issues and problems and evaluate them in a critical, sceptical manner;
3. Evaluate and apply a range of epistemological and methodological perspectives in a range of psychological contexts;
4. Employ evidence-based reasoning and examine practical, theoretical and ethical problems associated with the use of different methodologies, paradigms and methods of analyses and probability in psychology;
5. Appreciate variation in behaviour from objective and subjective perspectives and evaluate their significance.

#### **C. Practical skills**

1. Carry out a variety of professional skills, including: analysing, synthesising, interpreting and evaluating data from both qualitative and quantitative sources;
2. Demonstrate appropriate skills and practices to engage effectively with the academic psychology community;
3. Demonstrate an awareness of ethical issues and current codes of ethics and conduct;
4. Tolerate unpredictability and exercise discretion in a variety of professional and research contexts.

#### **D. Transferable skills**

1. Demonstrate competence in synthesising relevant evidence and developing a cogent argument;
2. Demonstrate a capacity to initiate, evaluate and organise activity, both independently and collaboratively;
3. Utilise problem-solving skills in a variety of theoretical, practical and ethical situations where information is conflicting or partial;
4. Communicate and present professionally in a variety of contexts and a range of possible audiences;
5. Effectively use personal planning and project management skills;
6. Becoming more independent, pragmatic and reflective individuals.

### **13. Teaching and learning methods and strategies**

#### **Skills development: Psychology as a science**

From Level 1, semester one, students are given foundational skills needed in order to best understand and engage with psychology as a discipline. The year-long module *Foundations of Psychology: Core Concepts and Practices* builds those skills related to Psychological Literacy: the evaluation of evidence, communication skills, and ethical practice. This is accompanied by a grounding in the scientific method.

In both Level 1 *Introduction to Psychology* modules, students will participate in a psychology experiment and will produce lab reports as written assessments. This gives students early practice in writing a lab report, which will be a novel assessment for many students. Introducing lab reports as assessments at this stage allows students to understand the importance of (1) methodological rigour, (2) clarity and precision of written information in scientific disciplines, and (3) elements of the scientific writing style. This also gives students first-hand experience of psychological research.

In Level 2, students will continue to interact with psychological research in the module *Enquiries in Psychology*, which requires 5 hours participation in research as an assessed component. This allows students to become more familiar with a variety of research methods used by psychologists in current research.

**Skills development: Research methods**



**15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

All assessments are summative unless otherwise indicated.  
Formative assessments are denoted in **bold**.

<b>Level 1</b>			
<b>Module</b>	<b>Credits</b>	<b>Assessment</b>	
		<b>Sem 1</b>	<b>Sem 2</b>
Foundations of Psychology: Core Concepts and Practices	20	<b>Completion of workbook (20%)</b>	1500-word essay (80%)
Introduction to Psychology 1	20	1000-word lab report (50%) 1000-word essay (50%)	
Introduction to Psychology 2	20		1000-word lab report (50%) MCQ (50%)

<b>Level 2</b>		
<b>Module</b>	<b>Credits</b>	<b>Assessment</b>

1500-word  
quantitative practical  
reports (50%)

**Typical entry**

Students entering onto the programme will normally have 240/245 UCAS Tariff points comprising:

A levels (B B C);

Highers (B B C C C);

Irish Leaving Certificate (H3 H3 H3 H3 H3);

International Baccalaureate: 30 points;

Direct Entry: Year two – HNC in a related subject with A in the graded unit or HND with CB in the graded units may be considered.

**Special academic requirements**

Maths and English at S/Int2/N5/GCSE

**Additional requirements**

None

**FE and Access students:**

Applications are welcomed from mature students with relevant qualifications and/or experience. Applications for entry with advanced standing are referred to the University's Recognition of Prior Learning Panel.

Our programme accepts Direct Entrants from a number of local colleges, listed below. Requirements are to pass all HNC units and achieve a minimum of A in the graded unit, with a strong tutor reference.

Edinburgh College	HNC Social Science
Fife College	HNC Social Science
West Lothian College	HNC Social Science
NE Scotland College	HNC Social Science

We also have Associate Student arrangements with Newbattle Abbey College and West Lothian College.

**English language requirements:**

Applicants must be able to communicate in English to a standard equivalent to level 6.0 of the International English Language Testing System (IELTS), with no element below 5.5.

**Health status:**

No requirements.



necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan, and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

administrative s