

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	Psychology
Professional Statutory or Regulatory Body Links (type and dates)	None
Highest award title	BSc (Hons) Psychology (Applied)
Default award title	None
Interim award titles	N/A
UWE progression route	
Mode(s) of delivery	Full time
Codes	
UCAS code C80C	JACS code C80C
ISIS code C81C	HESA code
Relevant QAA subject benchmark statements	Psychology
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2010
Original Validation Date: 12 th November 2009	
Latest Committee Approval: SLS Quality and Standards Committee	Date: 2009/10
Version Code: 1	

Section 2: Educational aims of the programme

The BSc (Hons) Psychology (Applied) programme, offered under agreement between UWE and recognised universities, provides an opportunity for international students to build on their existing studies and benefit from the wide range of level 3 psychology modules offered by the Department of Psychology leading to their gaining an honours degree from UWE

The specific aims of the programme are to:

- produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between these;
- present multiple perspectives on psychology in a way that fosters critical evaluation;
- provide an understanding of real life applications of theory to the full range of experience and behaviour;
- develop an understanding of the role of empirical evidence in the creation and development of theories and also an understanding of how theory guides the collection and interpretation of empirical data;
- develop knowledge and skills leading to an ability to appreciate and critically evaluate theory, research findings, and applications.
- furnish students with the basis for further study in psychology and other related professions.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. Current psychological ideas and new developments in psychology.
2. Different types of evidence and how each can be examined and interpreted.
3. The methodology of scientific inquiry and research.
4. The role of psychological ideas in understanding experience and behaviour.

Teaching/learning methods and strategies:

These include workshops, lectures, seminars, individual tutorials, guided reading, independent study, and discussion groups.

Assessment:

Knowledge and understanding is assessed using a variety of methods, including: formal examinations (seen or unseen), assessed essays, case studies, and formal assessment of performance in oral presentations.

B Intellectual Skills

B Intellectual Skills <ol style="list-style-type: none">1. Appreciating relationships between theory and applications in different areas of human behaviour2. Selecting appropriate techniques and procedures for the examination of scientific evidence.3. Recognising and evaluating problems and planning strategies for their solution.4. Evaluating and integrating information from a variety of sources.5. Understanding the relationship between theory and evidence and locating it within different research methodologies and approaches.	Teaching/learning methods and strategies <p>Intellectual skills are developed through the range of teaching and learning strategies outlined under section A above.</p> <p>The intellectual skills are developed across the full range of modules (see Structure diagram).</p> <p>In addition, the key analytical and wider problem-solving skills (2 and 3) are developed through the extensive use of practical examples and case studies, across the full range of modules.</p> <p>Skill 4 is developed in a wide range of contexts, from studying research papers to interpreting analytical data, and from writing essays to interpreting experimental outcomes.</p> <p>Skill 5 is practised extensively throughout the full range of modules.</p> Assessment <p>Intellectual Skills are assessed through the full range of methods identified in section 3A. The wide range of different types of coursework, case studies, various forms of report/essays, problem-solving, and presentations, is important in assessing the student's ability to demonstrate generic intellectual skills.</p> <p>For assessment in skills 2 & 3 students will be required to recover evidence, select appropriate analytical techniques, write a report, and give oral and written presentations.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss and demonstrate psychological skills in different areas. 2. Critically analyse experimental data in the context of scientific research papers. 3. Communicate results and their interpretation, clearly and unambiguously 	<p>Teaching/learning methods and strategies</p> <p>Subject, professional and practical skills are developed through practical activities within the range of teaching and learning strategies outlined under section A above.</p> <p>The subject skills are developed across the full range of modules (see Structure diagram). The specific practical skills for psychological science (2, 3) are developed through analysis of research papers and findings.</p> <p>Assessment</p> <p>Assessment is through a range of methods as in section 3A.</p> <p>The subject skills relating to psychology are developed across the psychology modules, and are assessed using a wide range of methods</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate their own academic performance and plan their work accordingly. 2. Study independently employing a variety of learning approaches. 3. Work effectively as a team member. 4. Practice good time management, prioritise workloads, and recognise deadlines. 5. Communicate effectively in a variety of media and contexts. 6. Use mathematical and statistical methods in problem solving. 7. Use a variety of IT skills for data processing, communication, and supporting scientific research. 8. Appreciate how the varied skills and virtues they have developed will be invaluable for careers in professional and commercial contexts. 	<p>Teaching/learning methods and strategies</p> <p>All these skills are exercised and developed in the academic content based seminars, and further refined in the GDP strand of Yr 3.</p> <p>Assessment</p> <p>The wide range of different forms of assessment and coursework (as in 3B above) require the students to demonstrate the full range of transferable skills.</p>
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Section 4: Programme Structure – 2010/11

STRUCTURE DIAGRAM: Accredited Learning Recognition Mapping for Levels 1 and 2

Level 1 –			
<i>USPJL7-30-1 Research Design and Analysis 1</i>	<i>USPJL9-30-1 Biological Psychology and Individual Differences 1</i>	<i>USPJL8-30-1 Cognitive and Developmental Psychology 1</i>	<i>USPJL6-30-1 Social and Theoretical Psychology: Conceptual and Historical Issues 1</i>
Level 2-			
<i>USPJLA-30-2 Research Design and Analysis 2</i>	<i>USPJLD-30-2 Biological Psychology and Individual Differences 2</i>	<i>USPJLC-30-2 Cognitive and Developmental Psychology 2</i>	<i>USPJLB-30-2 Social and Theoretical Psychology: Conceptual and Historical Issues 2</i>

Level 3: BSc (Hons) Psychology (Applied)

Students choose 6 modules from the following list.

USPJGG-20-3 Language and Mind	USPJDQ-20-3 Counselling Theory and Practice	USPJDL-20-3 Issues in the Psychology of Education	USPJF7-20-3 Psychology of Sport and Exercise	USPJDN-20-3 Health Psychology
USPJDX-20-3 Learning Disability: Issues, Debates and Psychological Perspectives	USPJDS-20-3 Psychology of Consciousness	USPJDR-20-3 Issues in the Psychology of Work	USPJDW-20-3 Psychology of Religion	USPJE7-20-3 Psychology of Addiction
USPJE8-20-3 Cognitive Neuro- psychology	USPJEA-20-3 Psychometrics and Psychological Test Construction	USPJE6-20-3 Psychological Approaches in Mental Health	USPJEG-20-3 Psychology and Evolution	USPJ**-**-3 Sexualities, Gender, and Society
USPJGD-20-3 Psychology of Appearance & Embodiment	USPJGM-20-3 Critical Psychology	USPJGK-20-3 Psycho- pharmacology	USPJGH-20-3 Perception	USPJL3-20-3 Atypical Developmental Psychology
USPJL5-20-3 Advanced Developmental Psychology	USPJL4-20-3 Applied Developmental Psychology	USPJDM-20-3 Contemporary Issues in Social Psychology	USPJLG-20-3 Psychology in the Community	USPJMA-20-3 Psychology and the Arts

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BSc (Hons) Psychology (Applied)

ENTRY



level 3	<p>Awards:</p> <ul style="list-style-type: none"> • Target/highest • BSc(Hons) Psychology (Applied) <p>Credit requirements</p> <p>360 (of which not less than 100 are level 3 or above, and 100 are at level 2 or above, and 140 are level 1 or above)</p>
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Section 5: Entry requirements

Admissions onto the BSc (Hons) Psychology (Applied) programmes will be administered within the Undergraduate Programmes in the Faculty of Health and Life Sciences. This degree route is only open to international students who have already completed 240 credits at Levels 1 and 2 on an approved Psychology degree programme from institutions with whom the University of the West of England has signed a memorandum of agreement. Decisions as to whether to admit students will be made by the Departmental Admissions Tutor, in the light of the agreed lists of appropriate prerequisite modules (for eligible institutions and appropriate modules see Appendix 1).

Applicants will also need to have achieved level 6 at the International English Language Testing System (IELTS).

Section 6: Assessment Regulations

Academic Regulations and Procedures 2010/11 (Academic Registry)

Section 7: Student learning: distinctive features and support

Information will be provided during induction to the programme on the Faculty, the University, and the University regulations and procedures. This will be supplemented at a programme level by a Programme Handbook and guides for each module.

The Psychology Department provides a tutor with the specific role of facilitating the integration of incoming international students into the programme and into the relevant student cohort. In addition the school has an International Student Advisor who can address social and pastoral difficulties. Finally the University has an International Development Office, and Student Services offer Global Student Support, which provide between them generic and University support.

These students will be allocated a dedicated personal tutor to support them. This tutor will guide them, in the light of their previous academic experience, as to their choice of modules and will take them through a custom built GDP program.

Unlike the BSc (Hons) Psychology programme this degree does not require students to engage in a research project in Psychology. Instead it offers a wider choice of options than is permitted on the BSc (Hons) route.

Section 8 Reference points/benchmarks

- **Qualification descriptors used in the QAA Framework for Higher Education Qualifications**

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. Graduates of the award achieving an Honours classification will develop an understanding of a complex body of knowledge related to psychology. In addition, the graduate will develop analytical techniques, problem-solving skills and communication skills that can be applied to a range of employment opportunities.

Psychology Benchmarking

These programmes allow students to acquire and demonstrate the **threshold** standard of the scientific understanding that underpins psychology, and its diversity as a research and as an applied discipline:

- (a) the aim of the degree is to produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between these;
- (b) the degree presents multiple perspectives in a way that fosters critical evaluation;
- (c) the degree leads to an understanding of real life applications of theory to the full range of experience and behaviour;
- (d) the degree develops an understanding of the role of empirical evidence in the creation and constraint of theory and also in how theory guides the collection and interpretation of empirical data;
- (e) the degree includes the acquisition and knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- (f) the degree develops knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications.

Subject knowledge

The core knowledge domains within Psychology include research methods, biological psychology, cognitive psychology, personality and individual differences, developmental psychology and social psychology.

Subject skills The structure of the BSc (Hons) Psychology (Applied) programme includes opportunities to gain subject based skills which the QAA has determined that Psychology graduates should be able to demonstrate, such as recognising the range of psychological perspectives and relating and integrating distinctive research methodologies to their investigation.

Generic skills The structure of the BSc (Hons) Psychology (Applied) programmes includes the opportunity to gain the generic skills which Psychology graduates should be able to demonstrate such as effective communication, critical understandings, the effective use of data, computer literacy, team working, problem solving and scientific reasoning

Teaching, learning and assessment. The teaching and learning strategies included in the programme encompass a wide range of standard and innovative techniques, and provide the opportunity to acquire the subject and generic skills as outlined above. The approaches used also encourage co-operative learning, self-reflection and critical thought and analysis. These are clearly linked to learning outcomes with appropriate assessment strategies encompassing a range of assessment techniques.

- **University's Mission Statement**

Students with a science background will have an educational opportunity to establish a career foundation in psychology, together with the development of an analytical approach to science that will further enhance their career and further study opportunities. The programme builds on subjects in UWE which have a high reputation for teaching excellence, make extensive use of advanced learning strategies, and which build on the successes of consultancy and research.

- **University's teaching and learning policies**

In line with the University's teaching and learning policies, this programme takes a student centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active participation and engagement in the learning process. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while lecturers take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme. In addition, the Department of Psychology of the Faculty has been active in developing and strengthening the key skills and personal development aspects of the programmes.

The modules that have been approved as appropriate prerequisites for this degree course

were carefully selected by the HOD and his Associate HOD as providing students, joining UWE from the various International Institutes, with the appropriate prerequisite knowledge and experience to enable them to succeed on the BSc (Hons) Psychology (Applied).

A variety of assessment methods are incorporated within the programme to reflect the diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognise the importance of both summative and formative assessment activity as an integral part of the learning and teaching process. All assessments will comply with the University Academic Regulations and Procedures.

- **Research carried out by staff**

Research in Psychology covers a wide range of topics, supporting the broad nature of the programmes in Psychology. Staff research interests are structured through research groupings in Health Psychology, Social Psychology, Cognitive and Developmental psychology, Counselling and Relationships, and Conceptual and Historical Issues. Across these groups, the Centre for Appearance Research also supports research in the School. Recent projects include the launch of a major three year project led by UWE, with collaborators at UCL, Warwick, Sheffield and Bradford investigating individual variation in adjustment to disfigurement, funded by the Healing Foundation. Other collaborative work with local and regional centres has examined psychological issues around appearance in out patient burns care, cleft lip/palate clinics, and ophthalmology clinics.

Other examples of the projects in the school include:

- The impact of sleep deprivation on the perception of intrusive episodes of music;
- Connectionist accounts of consciousness;
- Dyslexia and children's language;
- The impact of early attachment patterns on adult care giving;
- Management of type 2 diabetes;
- Stage models of change in health care, particularly smoking.

Across the School there are two Professors of Psychology, one in Psychology and one in Health Psychology. In addition there are three Readers, in Biological Psychology, Cognitive Psychology, and Health Psychology. In the 2008 Research Assessment Exercise, research in the faculty, which included Psychology, was returned to UoA11 (Nursing and Midwifery) and UoA12 (Allied Health Professions and Studies). The Faculty also submitted to UoA 16 (Agriculture, Veterinary and Food Science). In all of these areas it has been highly successful with 40%, 65% and 45% of research in UoAs 11, 12 and 16 respectively being designated world class and internationally excellent (4* and 3*).

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the

programme made since this specification was authorised should be made to the relevant Faculty Administrator.