PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England, Bristol
Delivery Location	Frenchay Campus
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Department of Health and Social Sciences
Modular Scheme Title	Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Psychology (Applied)
Default Award Title	N/A
Fall-back Award Title	N/A
Interim Award Titles	None
UWE Progression Route	*For UWE Federation foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.*
Mode(s) of Delivery	Full-time

Codes	**UCAS: C80C**	**JACS:**
	ISIS2:	**HESA:**

Relevant QAA Subject Benchmark Statements	Psychology		
First CAP Approval Date	28/03/14	Valid from	September 2014
Revision CAP Approval Date	02/02/2016	Revised with effect from	January 2016
Version	V2		
Review Date			

Part 2: Educational Aims of the Programme

The BSc (Hons) Psychology (Applied) programme, offered under agreement between UWE and recognised universities/institutions, provides an opportunity for international students to begin their UWE studies at level 3, build on their existing studies and benefit from the wide range of level 3 psychology modules offered within the BSc (Hons) Psychology programme 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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme is designed to promote a scientific understanding of mind, brain, behaviour, experience and the complex interaction between such. Students learn transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries. Students who complete the programme must demonstrate theoretical understanding and practical application of social, developmental and cognitive psychology, individual differences, biological psychology, conceptual and historical issues, and research methods and design (qualitative and/or quantitative).

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: Note that learning outcomes from recognised universities/institutions are mapped against these learning outcomes.

Learning Outcomes: *Note: Individual modules at recognised universities/institutions are mapped against modules listed here and students on this programme only enter at level 3*	USPJLS-30-1	USPJL7-30-1	USPJMG-30-1	USPSTW -15-1	UZRSTQ-15-1	USPJLA-30-2	USPSTX-30-2	USPSTY-30-2	USPSTV-30-2	USPSTS-30-3	
A) Knowledge and understanding of:											
The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology	X		X	X	X		X	X			
The major theoretical perspectives within Psychology	X		X	X	X		X	X			
The roles and key functions of the recognised Psychology professions	X		X						X		
Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct		X				X				X	
The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry	X		X	X	X		X	X			
Contemporary debates, current ideas, and new developments in Psychology and related disciplines	X		X	X	X		X	X			
The application of Psychological theory and concepts to specific real world situations and problems		X				X			X	X	
(B) Intellectual Skills											
Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications	X	X	X	X	X	X	X	X		X	
Reason scientifically, understand the role of evidence and make critical judgements	X	X		X	X	X	X	X		X	
Recognise and evaluate problems and plan strategies for their solution		X		X	X	X			X	X	
Synthesise information from a range of different sources in ways which show originality and creativity in the student's work	X	X	X	X	X	X	X	X	X	X	
Show insight in applying complex theoretical concepts to real-world problems and situations (e.g., education for sustainable development)			X	X	X				X		
Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data		X				X				X	
(C) Subject/Professional/Practical Skills											

Part 3: Learning Outcomes of the Programme

Learning Outcome										
Integrate ideas and findings across multiple perspectives in psychology	X	X	X	X	X	X	X	X		X
Recognise distinctive psychological approaches to relevant problems		X	X			X			X	
Identify and evaluate general patterns in behaviour, psychological functioning and experience	X	X	X	X	X	X	X	X	X	X
Understand and investigate the role of brain function in all human behaviour and experience	X	X	X	X	X	X	X	X	X	X
Generate and explore hypotheses and research questions		X				X	X	X		X
Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies		X				X				X
Analyse data using both quantitative and qualitative methods		X				X				X
Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments		X				X		X		X
Initiate, design, conduct and present and report on an extensive piece of independent empirical research										X
Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project	X	X		X	X	X				X
(D) Transferable skills and other attributes										
Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means	X	X	X	X	X	X	X	X	X	X
Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets		X				X	X	X		X
Be computer literate and confident in using relevant software such as data analysis packages	X	X	X	X	X	X	X	X	X	X
Search for, retrieve and organise information from the full range of printed and online sources	X	X	X	X	X	X	X	X	X	X
Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes	X	X	X	X	X	X	X	X	X	X
Make evidence-based, informed critical judgements and evaluations	X	X	X	X	X	X	X	X	X	X
Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors that influence behaviour in groups and teams		X	X	X	X	X				
Undertake self-directed study and project management, in order to meet desired objectives									X	X
Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development	X	X		X	X				X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Transition to Higher Education (Induction and Support Structures)
- To help in the transition into the programme, international students have the opportunity to attend a series of induction events at the start of level 3, which includes an introduction to the programme, module structure, teaching strategies, the virtual learning environment (VLE) platform, learning outcomes, support systems (e.g. Drop-ins, international PAL) and their personal tutor. Additionally students have an opportunity to explore the specialist psychology facilities along with the university learning environment.
- Students are allocated an academic personal tutor (APT) and become part of a tutor (small) group. APTs, student advisors and module leaders support students during their time at UWE. The Programme Leader, who is supported by the Teaching Team and Associate Head of Department for Psychology, oversees guidance on year issues. Students who elect to undertake a placement year, are allocated a placement tutor who will maintain contact, plan a visit where possible and provide support and liaise with work supervisors.

Framework for Learning (Scheduled, Independent and Placement Learning)
- At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme, which together with the contact time, will enable learning outcomes to be achieved and demonstrated (may vary slightly depending on the module choices made). Scheduled learning may include (but not limited to) lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops. Independent learning may include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made. Placement learning may include a practice placement or sandwich year placement (e.g., other placement, year abroad, etc.).

Technology Enhanced Learning (TEL)
- The use of TEL is an integral feature at all levels of study in each module on the programme. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (http://ro.uwe.ac.uk/) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

Part 4: Student Learning and Student Support

Employability and Application (Career Planning and Preparation)
- Key transferable skills are promoted across the programme and the key skills identified in the HEA Psychology Student Employability Profile are highlighted on the first page of the programme handbook and emphasised during the induction of new students to the programme. At induction, students receive input from Careers and Volunteering departments and clear messages are given about the importance of work experience, the competitive nature of opportunities for progression into professional Psychology and the potential advantages conferred by possession of a Psychology degree in the graduate job market. The main foci for identification and articulation of key transferable skills are in the modules listed below. These modules also form the backbone of the personal tutoring system on the programme. Personal tutors on all years have responsibility to maintain an overview of their tutees development.

Student Psychology Society
- Students are encouraged to join the successful Psychology student society which promotes both social and educational/academic activities. A particular aim of the society is to promote more informal contact between students and staff. A further priority is to encourage members to join the British Psychological Society and to participate in local events organized by the Society.

Support for Students with Disabilities/Additional Needs
- The central University counselling and support services provide assistance and guidance for students with special needs. The programme welcomes mature students and students with disabilities. When possible, and following individual consultation, adjustments are made to practical and field work to allow all student to achieve the learning outcomes of the programme

Description of the teaching resources provided for students
- The programme is also distinctive for **research-informed teaching** integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the departmental research strengths are reflected in the design of the curriculum. Students are able to engage with research active staff through diverse means which may include, for example, supervision of final year projects, volunteer research placements, and support in attendance at relevant undergraduate conferences. Extra-curricular activities organised outside formal teaching sessions support the strengthening of associations between departmental research activity and student

Psychology Specific Teaching Facilities
- All students will have access to a peer-assisted learning programme (PAL) and are also able to attend the Espresso Maths facility in order to obtain further support regarding the statistical aspects. Students and staff enjoy excellent facilities, with well-equipped labs, teaching spaces, library and other learning resources underpinned by an effective IT infrastructure. Examples of labs and psychology rooms may include:
    - *Psychology Undergraduate Lab*
    - *Psychophysiology & EEG Lab*
    - *Sports & Exercise Research Lab*
    - *Human Interaction Lab*
    - *Developmental Lab*
    - *Perception Lab*
    - *Driving Simulator*
    - *Counselling Suite*
    - *Project, Study & Training Rooms (x12)*

Part 4: Student Learning and Student Support

Description of any Distinctive Features

- The BSc (Hons). Psychology (Applied) programme at UWE has a distinctive **applied focus**, with a focus on the application of psychology in real world settings, which helps to foster in students a keen interest and engagement in the subject and primes them to think about the applicability of theory to context and the generalizability of research findings.

- The support for **student choice** is significantly distinctive. For international students, module information is sent to individuals in order for choices to be made before arriving at the university. All international students have the option of speaking to the Programme Leader or individual Module Leaders about their choices.

- The programme is distinctive through its commitment to **fostering ready and able graduates**, who are well-equipped for the world of work. Specifically, there is support for career planning in Y3, as well as a focus on supporting students to learn employment relevant skills throughout the course.

- Another characterising aspect of the programme is the strong commitment to the **use of TEL** to enhance teaching and support student learning as well as to increase accessibility for students.

- Lastly but most critically a core programme feature is the ongoing dedication to **providing a positive student experience**. This is accomplished by creating regular and systematic opportunities for students to feedback in a range of fora and formats formally and informally about their experience of the programme, so that the programme team can meet the needs of our students.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

A range of assessment methods is employed to monitor student attainment of the full range of Learning Outcomes. Assessment incorporates the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. The principles, procedures and processes of assessment for each module are described in each module handbook, which is provided to each student (online) at the start of the module. Further, these assessments are summarised in the Assessment Calendar provided via the UWE Portal, which also facilitates the appropriate scheduling of assessment loading. The Final Year optional 15 credit modules will typically have semester based delivery, which will also allow assessments to be spread across both semesters for even loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognise differential approaches to learning. The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students.

Part 5: Assessment

The programme incorporates a range of innovative and novel assessments, many utilizing new technologies.

Technology Enhanced Learning (TEL) is integral to the subject matter within this programme. Many taught topics are technology rich and TEL is also used to supplement learning and to help student learn through assessment. The need for proficiency and an emphasis on technology aided skills has been identified by the BPS and stakeholders and this feedback was used to inform the assessment strategy.

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. The focus is on assessments that link directly to employability relevant skills as well as assessments for learning of discipline content. Assessments are designed to achieve the learning outcomes for each module and this is described on the module specification. The range and progression of assessment methods are shown below

Assessment Map

The programme encompasses a range of **assessment methods** including; ….. *(e.g. essays, posters, presentations, written examinations)*. These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Psychology (Applied)

Instructions: Add the Component (A or B) to the appropriate column for each Module Number If group work please add a 'G' in the box i.e. A(G) Add further columns as necessary*		Type of Assessment*											
		Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Learning log	Essay	Practical Report / Project	Research participation	Reflective Journal	Portfolio	Research Proposal	
Optional Modules Level 3	USPSTS-30-3 *Project*							A (100)					
	USPK66-15-3 *Adv Dev*		A (60)								B (40)		
	USPK69-15-3 *Applied Dev*			A (100)									
	USPKJJ-15-3 *Clin Aspects of MH*		A (40)				B (60)						
	USPK6P-15-3 *Cog Neuro*		A (50)								B (50)		
	USPKJQ-15-3 *Construct Gender*		A (40)				B (60)						
	USSKCH-15-3 *Forensic Psych*		A (60)					B (40)					
	USPK6S-15-3 *Health Psych*		A (40)								B (60)		
	USPKJM-15-3 *Human Sexuality*		A (100)										
	USPKJN-15-3 *Methods in Neuro*				A (40)						B (60)		
	USPKJH-15-3 *Neurodev Disord*			A (50)			B (50)						
	USPKJL-15-3 *Neurophys and Bl*				A (40)						B (60)		
	USPK6Q-15-3 *Counselling*		A (75)								B (25)		
	UZQSYR-15-3		A					B					

Module							
Psy on Violence	(40)				(60)		
USPK6T-15-3 *Psy Social Justice*		A (50)				B (50)	
USPSU3-15-3 *Psy in Community*	A (100)						
USPKJP-15-3 *Psy of Addiction*		A (60)		B (40)			
USPK68-15-3 *Apper and Embodi*		A (70)		B (30)			
USPKJK-15-3 *Psy of Consious*		A (50)		B (50)			
USPKJR-15-3 *Psy of Sport and Ex*	A (40)			B (60)			
USPKJS-15-3 *Psy of Work Org*	A (40)					B (60)	
USPKJT-15-3 *Psychopharm*		A (40)		B (60)			
USPK6W-15-3 *Arts and M Health*		A (50)				B (50)	

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: 1) level and credit requirements; 2) interim award requirements; 3) module diet, including compulsory and optional modules

Year of Study	Compulsory Modules	Optional Modules	Interim Awards
Year 3 (Entry)	None	Optional modules to a total of 120 credits • **USPK66-15-3** *Advanced Developmental Psychology: Theory and Practice* • **USPK69-15-3** *Applied Developmental Psychology* • **USPKJJ-15-3** *Clinical Aspects of Mental Health* • **USPK6P-15-3** *Cognitive Neuropsychology* • **USPKJQ-15-3** *Constructing Gender in Society* • **USSKCH-15-3** *Forensic Psychology* • **USPK6S-15-3** *Health Psychology in Practice* • **USPKJM-15-3** *Human Sexuality* • **USPKJN-15-3** *Methods in Neuroscience*	<u>Target Award</u> **BSc (Hons) Psychology** *Credit requirements 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above*

		USPKJH-15-3 *Neurodevelopmental Disorders* **USPKJL-15-3** *Neurophysiology and Brain Imaging* **USPK6Q-15-3** *Principles of Counselling and Psychotherapy* **UZQSYR-15-3** *Psychological Perspectives on Political Violence* **USPK6T-15-3** *Psychology and Social Justice* **USPSU3-15-3** *Psychology in the Community* **USPKJP-15-3** *Psychology of Addiction* **USPK68-15-3** *Psychology of Appearance and Embodiment* **USPKJK-15-3** *Psychology of Consciousness* **USPKJR-15-3** *Psychology of Sport and Exercise* **USPKJS-15-3** *Psychology of Work, Business and Organizations* **USPKJT-15-3** *Psychopharmacology* **USPK6W-15-3** *The Arts and Mental Health* **USPSTS-30-3** *Social Sciences Project and Placement Module*	

Part 7: Entry Requirements

Admissions onto the BSc (Hons) Psychology (Applied) programme will be administered within the Undergraduate Programmes in the Faculty of Health and Applied 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 Psychology UG Programme Leader or AHoD for Psychology, in the light of the agreed lists of appropriate prerequisite modules.

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

Part 8: Reference Points and Benchmarks

The design of the BSc (Hons) Psychology (Applied) programme is based on the reference points and benchmarks set out by the British Psychological Society (BPS), the Quality Assurance Agency (QQA) for Higher Education (UK Quality Code for HE National Qualification Framework) and the University of the West of England (UWE) strategic framework.

At its core, the programme is built on the set BPS curriculum covering the theoretical principles human thought, action and behaviour with a strong emphasis of academic knowledge application in real-world contexts.

In particular, the learning outcomes for the modules at level 3 are considered consistent with the QAA's descriptor for a higher education qualification at level 6: Bachelor's degree with honours. Graduates of the programme achieving an Honours classification will have developed a systematic understanding of a wide range of advanced psychological methods and transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries.

Moreover, the UWE strategic framework is embedded at all levels of study. At level three students have the option to take subject modules tailored to introduce specific staff research expertise. At each level, students are assigned an Academic Personal Tutor (APT) from the academic staff who provides tailored support and guidance throughout the year.

Quality Processes: The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures (student representatives, module feedback questionnaires and focus groups), standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, regular visits/reviews from the BPS and a series of strategic management meetings throughout the year to synthesize program data/feedback and formulate/review action plans.

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, available on the [University's website](#).