



Programme Specification

Psychology (Applied) [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Psychology (Applied) [Frenchay]

Highest award: BSc (Hons) Psychology (Applied)

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Social Sciences, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2018

Programme code: C81C00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme: 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.

Educational Aims: 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 Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology
- A2. The major theoretical perspectives within Psychology
- A3. The roles and key functions of the recognised Psychology professions
- A4. Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct
- A5. The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry

- A6. Contemporary debates, current ideas, and new developments in Psychology and related disciplines
- A7. The application of Psychological theory and concepts to specific real world situations and problems

Intellectual Skills

- B1. Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications
- B2. Reason scientifically, understand the role of evidence and make critical judgements
- B3. Recognise and evaluate problems and plan strategies for their solution
- B4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work
- B5. Show insight in applying complex theoretical concepts to real-world problems and situations (e.g., education for sustainable development)
- B6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data

Subject/Professional Practice Skills

- C1. Integrate ideas and findings across multiple perspectives in psychology
- C2. Recognise distinctive psychological approaches to relevant problems
- C3. Identify and evaluate general patterns in behaviour, psychological functioning and experience
- C4. Understand and investigate the role of brain function in all human behaviour and experience
- C5. Generate and explore hypotheses and research questions
- C6. Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies
- C7. Analyse data using both quantitative and qualitative methods

- C8. Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments
- C9. Initiate, design, conduct and present and report on an extensive piece of independent empirical research
- C10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project

Transferable Skills and other attributes

- D1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means
- D2. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets
- D3. Be computer literate and confident in using relevant software such as data analysis packages
- D4. Search for, retrieve and organise information from the full range of printed and online sources
- D5. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
- D6. Make evidence-based, informed critical judgements and evaluations
- D7. Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors that influence behaviour in groups and teams
- D8. Undertake self-directed study and project management, in order to meet desired objectives
- D9. Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development

Assessment strategy: 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. 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.

Student support: 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. Dropins, 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.

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.

Part B: Programme Structure

Year 1

This programme has been designed for students who have successfully achieved prior learning at the appropriate level, for example a PGDip, a Foundation Degree, a Higher National Diploma (HND), or other equivalent qualification and want to progress their studies by completing a degree programme. Students enter directly into the level shown. The year of study denotes the student's year of study, not the level of study. The prior learning has been mapped against the programme learning outcomes in accordance with UWE's Academic Regulatory Framework.

Year 1 Optional Modules

The student must take 120 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
USPKJJ-15-3	Clinical Aspects of Mental Health 2024-25	15
USPK6P-15-3	Cognitive Neuropsychology 2024-25	15
USPKJQ-15-3	Constructing Gender in Society 2024-25	15
USPJQU-30-3	Developmental Psychology: Contexts, Neurodiversity and Complexities 2024-25	30
USPKCH-15-3	Forensic Psychology 2024-25	15
USPK6S-15-3	Health Psychology in Practice 2024-25	15
USPKJM-15-3	Human Sexuality 2024-25	15
USPKJN-15-3	Methods in Neuroscience 2024-25	15
USPK6Q-15-3	Principles of Counselling and Psychotherapy 2024-25	15
USPK6T-15-3	Psychology and Social Justice 2024-25	15
USPKJP-15-3	Psychology of Addiction 2024-25	15

USPK68-15-3	Psychology of Appearance and Embodiment 2024-25	15
USPKJR-15-3	Psychology of Sport and Exercise 2024-25	15
USPKJS-15-3	Psychology of Work 2024-25	15
USPSTS-30-3	Psychology Project 2024-25	30
USPKJT-15-3	Psychopharmacology 2024-25	15
USPK6W-15-3	The Arts and Mental Health 2024-25	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

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).

Part D: External 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 (QAA) 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.

Part E: Regulations

Approved to University Regulations and Procedures.