

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Applied Sciences
Programme accredited by	N/A.
Highest award title	BSc(Hons) Psychology (and other half award)
Default award title	
Interim award title	Cert.HE Psychology (and other half award) Dip.HE Psychology (and other half award)
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Psychology, Combined Awards
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	
Authorised by...	Date:...
Version Code	1.0

Section 2: Educational aims of the programme

This half award aims to facilitate students to gain knowledge and understanding of Psychology in combination with other subject areas in the joint honours programme. This award is not intended for students who are seeking professional body recognition, but for those with less specialised career objectives whether in the public or private sectors.

Level 1 introduces the theories and methodological approaches which underpin this subject area. Levels 2 and 3 builds on the elements studied at Level 1, in particular the individual within the social context. Students have the opportunity to pursue their own interests through a choice of options.

The teaching and learning approaches are innovative and aim to ensure that graduates are well-rounded individuals who have had the opportunity to develop transferable skills, communicate effectively, to approach problems critically and constructively and to be competent in basic IT applications, with the emphasis on becoming an independent and effective learner. As a result, graduates who have studied this half-award will be well placed to seek opportunities in a wide range of areas, whether in industry or commerce, in the caring professions, or youth and community work.

The specific aims of the programme are to:

- Provide the educational and resource environment, which will enable students to develop
 - the capabilities required for graduate careers,
 - the skills of a literate student capable of independent learning, and
 - the ability to engage in constructive critical analysis
- Create a friendly and supportive atmosphere that will enable individual students to use the learning experience at UWE to create a graduate foundation, on which they can develop their future careers and on-going social and educational development.
- Provide a curriculum that is enhanced by a balance of experience from both consultancy and research.

Section 3: Learning outcomes of the programme

Acquisition of all outcomes is through a combination of lectures, seminars, student presentations, guided reading, and independent study. 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. The use of psychological ideas to reflect on experience and behaviour.

Teaching/learning methods and strategies:

Throughout, the learner is encouraged to undertake independent reading both to

<ol style="list-style-type: none"> 2. Current psychological ideas and new developments in psychology located within the history of psychological thought. 3. Different types of evidence and how each can be examined. 4. Methodology of scientific inquiry and research. 	<p>supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment: Knowledge and understanding is assessed using a variety of methods, including: formal examinations (seen or unseen), multiple choice tests, assessed essays, information technology use and formal assessment of performance in oral presentations.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. Appreciation of relationships between theory and applications in different areas of human behaviour. 2. Evaluate and integrate information from a variety of sources. 3. Understand the relationship between theory and evidence and locate it within different research methodologies and approaches. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through the range of teaching and learning strategies outlined under section A above.</p> <p>The intellectual skills are synthesised across the full range of modules in conjunction with the other half award (see Structure diagram).</p> <p>Skills 1 and 2 are 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 3 is developed mainly within the research methodology module (see Structure diagram).</p> <p>Assessment of Intellectual Skills is through the full range of methods identified in section A. In particular, the wide range of different types of coursework, various forms of essays, problem-solving, and presentations, is important in assessing the student's ability to demonstrate generic intellectual skills.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills Students will be able to :</p> <ol style="list-style-type: none"> 1. Discuss and demonstrate psychological knowledge in different areas. 2. Critically analyse the results derived from psychological investigations. 3. Appreciate relevant ethical issues. 	<p>Teaching/learning methods and strategies Subject, professional and practical skills are developed through activities within the range of teaching and learning strategies outlined under section A above.</p> <p>The subject skills are synthesised across the full range of modules (see Structure diagram) and are developed through lectures, tutorials, and workshops in early years, and then refined in the level 3 modules</p> <p>Assessment</p> <p>Assessment is through a range of methods as in section A. 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 work accordingly. 2. Study independently in a variety of learning styles. 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. 	<p>Teaching/learning methods and strategies</p> <p>Support for Skill 1 is provided through a portfolios of work developed during seminars in consultation with tutors</p> <p>Skill 2 is developed through the wide spread of inputs, in which the students are required to employ a diversity of study styles, and are exposed to a wide range of assessment procedures.</p> <p>Skill 3 is developed through small group work and larger discussion groups in seminars</p> <p>Skill 4 is not taught explicitly, but the variety of subjects, classes and assessments, requires the development of these skills.</p> <p>Skill 5 is developed through a spread of assessment methods on this programme: essays, seminars, oral presentation and peer review.</p> <p>Assessment</p> <p>All of these skills contribute to the general performance across the programme and, as such, performance is evidenced by the overall class of award. The wide range of different forms of assessment and coursework (as in B above) requires the students to demonstrate the full range of transferable skills.</p>
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Section 4: Programme structure

STRUCTURE DIAGRAMLevel 1

Core:

Module Code	Module Name	Pre-requisites	Excluded Combinations
USPJCU-20-1	Psychological Research Processes (20 credits)	None	None
USPJCV-20-1	Developmental and Social Psychology 1 (20 credits)	None	None
USPJCK-20-1	Perspectives in Psychology (20 credits)	None	None

Level 2

Core:

Module Code	Module Name	Pre-requisites	Excluded Combinations
USPJDH-20-2	Aspects of Cognition (20 credits)	USP130S1 or USPJCU-20-1	None
USPJDA-20-2	Persons in Relation (20 credits)	None	None
USPJDJ-20-2	Developmental and Social Psychology 2 (20 credits)	USP131S1 or USPJVC-20-1	None

Level 3

Options – choice of 3 from below

Module Code	Module Name	Pre-requisites	Excluded Combinations
USPJDL-20-3	Issues in the Psychology of Education (20 credits)	USPJDJ-20-2	None
USPJDR-20-3	Psychology of Work (20 credits)	USPJDJ20-2 and USPJDH20-2	None
USPJDT-20-3	Individual Differences in Development (20 credits)	USPJDJ20-2	None
USPJDW-20-3	Psychology of Religion (20 credits)	USPJDJ20-2	None
USPJDX-20-3	Learning Disability (20 credits)	None	None
USPJDM-20-3	Issues and Controversies in Social Psychology (20 credits)	USPJDJ20-2	None
USPJEG-20-3	Psychology of Evolution (20 credits)	None	None
USPJF6-20-3	Psychology of Crime and Detection (20 credits)	USPJDH20-2 and USPJDJ20-2	None
USPJF7-20-3	Psychology of Sport and Exercise (20 credits)	None	None

level 1
Compulsory modules <ul style="list-style-type: none"> • USPJCK20-1 Perspectives in Psychology • USPJCV20-1 Developmental and Social Psychology 1 • USPJCU20-1 Psychological Research Processes
Core modules <ul style="list-style-type: none"> •
Optional modules <ul style="list-style-type: none"> • • •
Interim Awards: <p style="text-align: center;">Certificate of Higher Education</p> <p style="text-align: center;">Credit requirements: 120 (of which 100 are level 1 or above)</p>
level 2
Compulsory modules <ul style="list-style-type: none"> • USPJDA20-2 Persons in Relation • USPJDJ20-2 Developmental and Social Psychology 2 • USPJDH20-2 Aspects of Cognition
Core modules <ul style="list-style-type: none"> • • •
Optional modules <ul style="list-style-type: none"> • • •
Interim Awards: <p style="text-align: center;">Diploma of Higher Education</p> <p style="text-align: center;">Credit requirements: 240 (of which not less than 100 are level 2 or above and 120 are at level 1 or above)</p>

level 3
Compulsory modules
Core modules Choose 3 <ul style="list-style-type: none"> • USPJDL-20-3 Issues in the Psychology of Education • USPJDR-20-3 Psychology of Work • USPJDT-20-3 Individual Differences in Development • USPJDW-20-3 Psychology of Religion • USPJDX-20-3 Learning Disability • USPJDM-20-3 Issues and Controversies in Social Psychology • USPJEG-20-3 Psychology of Evolution • USPJF6-20-3 Psychology of Crime and Detection • USPJF7-20-3 Psychology of Sport and Exercise
Optional modules
Award/s: Degree with Honours Credit requirements: 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) Degree Credit requirements: 300 (of which not less than 60 are level 3 or above, and 100 are at level 2 or above, and 120 are level 1 or above)

Section 5: Entry requirements

The basic minimum entry requirements are one of the following:

- at least 220 UCAS Tariff points in two subjects at Advanced General Certificate of Education (AGCE), and/or Advanced Vocational Certificate of Education (AVCE), and/or BTEC National Award (NA) supported by three subjects at General Certificate of Secondary Education (GCSE) at grade C or above, including mathematics;
- three subjects in an AGCE or AVCE or BTEC NA, supported by one subject at GCSE at grade C or above;
- two subjects in an AGCE or AVCE or BTEC NA and two subjects in an Advanced Subsidiary (AS) supported by one subject at GCSE at grade C or above;
- three subjects at grade C or above in Higher Grade of the Scottish Certificate of Education supported by two subjects at Standard Grade 3 or above or Intermediate 2 ; or four subjects at Higher Grade;
- a 12-unit Vocational Certificate of Education (VCE) double award
- a (BTEC) National Certificate or National Diploma; or
- National Vocational Qualifications or Scottish Vocational Qualifications Level III in the number of subjects specified in the regulations for the programme of study;
- a QAA recognised Access certificate awarded by an Authorised Validating Agency;
- the European Baccalaureate;
- the International Baccalaureate;
- the award of the Irish Leaving Certificate with grade C or above in three subjects at higher level and two at ordinary level; or four subjects at higher level;
- other European and international qualifications which are nationally recognised as being the equivalent to the above;
- such other qualifications recognised as equivalent by the Academic Board;

Two AS (Advanced Subsidiary) qualifications will be considered equivalent to one GCE or AVCE A-level, providing you also have a minimum of two GCE or AVCE A-levels or one AVCE Double Award.

English Language requirements: a recognised English Language qualification is normally required for entry to all programmes. If English is not your first language, tests such as the British Council's International English Language Test (IELTS) will be acceptable. Applicants must achieve a minimum grade of 6.0.

Section 6: Assessment Regulations

MAR 3.0

Section 7: Student learning: distinctive features and support

The Faculty of Applied Sciences has appointed a dedicated co-ordinator to oversee

the half awards offered. This role has responsibility for quality management and curriculum design and the Faculty is the only one in the University to recognise the need for such a role.

The half award in Psychology is designed with the connection between the single honours award and the flexibility of the Joint awards programme in mind. This allows connection between the understanding of human behaviour and the prescribed teaching that the professional body requires, and the flexibility of allowing students more variable choice to be retained.

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. In particular, the learning outcomes for modules at level one and level two have been considered to be consistent with the award of a Certificate in Higher Education and a Diploma in Higher Education respectively. Graduates of the award achieving an Honours classification will develop an understanding of a some of the 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

This combined programme allows a student 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. Students on combined or joint honours programmes, which include psychology, are also expected to achieve an appropriate subset of the **modal** standards. The Psychology half award provides the opportunity to achieve a large subset of these modal subject standards:

- (a) the aim of the half award should be to produce a scientific understanding of mind, behaviour, and experience, and of the complex interactions between these;
- (b) the half award should present multiple perspectives in a way that fosters critical evaluation;
- (c) the half award should lead to an understanding of real life applications of theory to the full range of experience and behaviour;
- (d) the half award should develop 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 half award should develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications.

Subject knowledge

The core knowledge domains within psychology represented in this half award include research methods, cognitive psychology, developmental psychology and social psychology, which are represented by the core modules included in this structure, together with the option modules meaning that students can study particular core areas in further detail.

Subject skills The structure of the half award includes the opportunity to gain some of the subject based skills which the QAA has determined that Psychology graduates should be able to demonstrate.

Generic skills The structure of the half award includes the opportunity to gain most of the generic skills which Psychology graduates should be able to demonstrate such as effective communication, critical analysis, computer literacy, 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.

- **Requirements of Professional Bodies**

The psychology modules cover the range of topics in social, developmental, and cognitive psychology, together with some of the range of research methods in psychology, that are required to be studied at honours level for accreditation for the Graduate Membership of the British Psychological Society (BPS). Note that it is possible to gain Graduate Membership of the BPS with this award, but not the Graduate Basis for Registration.

- **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 Psychology School has been active in developing and strengthening the key skills and personal development aspects of the programmes.

A variety of assessment methods are incorporated within the programme to cater for a 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 Assessment Policy and MAR.

- **Research carried out by staff**

Research in psychology covers a wide range of psychology topics, supporting the broad nature of the programme in psychology. Contributing to the teaching of the half award are staff whose research interests encompass a wide range of the topics in Psychology

Examples include -
the impact of sleep deprivation, the perception of intrusive episodes of music, health psychology including health promotion and risk behaviours, such as addiction, and pain, connectionist accounts of children's language,

Collaborative research outside the School of Psychology includes investigations of Cognitive rehabilitation after Head injury (Frenchay Hospital), the Provision of neonatal care (Bristol Royal Infirmary, Children's Hospital), Risk factors in juvenile disease (Epidemiology in the Faculty of Applied Sciences), Comparisons of cochlear and cortical deafness in response to music (Centre for Performing Arts), Investigation of the impact of court testimony for mentally disordered offenders (Bristol Youth Offender Team), Prevalence of mental Disorder in Sex Offenders units (Gwent Forensic Mental Health Service)

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.