



## **Programme Specification**

### **Psychology {Foundation} [Frenchay]**

Version: 2022-23, v2.0, Validated

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Psychology {Foundation} [Frenchay]

**Highest award:** BSc (Hons) Psychology

**Interim award:** BSc Psychology

**Interim award:** DipHE Psychology

**Interim award:** CertHE Psychology

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** Yes

**Sandwich year:** Yes

**Credit recognition:** No

**School responsible for the programme:** HAS Dept of Social Sciences, Faculty of Health & Applied Sciences

**Professional, statutory or regulatory bodies:**

British Psychological Society (BPS)

**Modes of delivery:** Full-time, Part-time, Sandwich

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

**For implementation from:** 01 September 2018

**Programme code:** C80F00

## Section 2: Programme Overview, Aims and Learning Outcomes

## **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The BSc (Hons) Psychology degree (with Foundation Year) at UWE Bristol is a four-year full time, five-year sandwich, or eight-year part time course accredited by the British Psychological Society (BPS) and confers the Society's Graduate Basis for Chartership (GBC). The programme aims to produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique, and make a difference to the world beyond university. Graduates who are prepared for lifelong learning, personal-development, excellence and success in whatever fields they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind.

The design of the programme is built on the core BPS curriculum covering the theoretical principles of human thought, action and behaviour with a strong emphasis on academic knowledge application in real-world contexts. The aim is to challenge students to ensure that upon degree completion they are equipped with the knowledge, skills and confidence to attain the career to which they aspire. Students who complete the programme are trained in a wide range of advanced psychological methods, critical analysis and transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries.

The programme is entered via a thematically organised introduction to Social Sciences (e.g. criminology, sociology, philosophy and psychology) or Science (e.g. biology, chemistry, and psychology) foundation year in line with the university's widening participation strategy.

**Features of the programme:** The BSc (Hons). Psychology programme (with Foundation Year) 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. A module choice event is held early in the second semester to enable Level 2 students to make an informed and considered choice from the wide variety of optional modules available at Level 3. At this event students have the opportunity to talk to module leaders and to students currently studying the modules. A comprehensive module choice handbook is also provided. Students will also have regular opportunities to discuss their preferences and plans with their personal academic tutor. Additionally, at Level 3 students on the Social Sciences Project and Placement Module can choose any appropriate topic of study that suits their interests on consultation with their project supervisor.

The programme is distinctive through its commitment to fostering ready and able graduates, who are well-equipped for the world of work; this is accomplished by a compulsory placement module in Y2, and 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 Programme is designed to meet the requirements for GBC outlined below:

Ability to apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;

Ability to integrate ideas and findings across the multiple perspectives in psychology and to recognise distinctive psychological approaches to relevant issues;

Ability to identify and evaluate general patterns in behaviour, psychological functioning and experience;

Ability to understand and investigate the role of brain function in all human behaviour and experience;

Ability to generate and explore hypotheses and research questions;

Ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies;

Ability to analyse data using both quantitative and qualitative methods;

Ability to present and evaluate research findings;

Ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology; and

Ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.

### **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
- A8. Structure and function of the social science or the natural world
- A9. The techniques used to gather and critically analyse data in the either the social sciences or natural sciences

### **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, students have the opportunity to attend a series of induction events at the start of level 1, 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, 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.

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. Extracurricular 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 and EEG Lab

Sports and Exercise Research Lab

Human Interaction Lab

Developmental Lab

Perception Lab

Driving Simulator

Counselling Suite

Project, Study and Training Rooms (x12)

## Part B: Programme Structure

### Year 1

Full-time and Sandwich students must take 120 credits from the modules in Year 1.

Part-time students must take 60 credits from the modules in Year 1.

### Year 1 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

| Module Code | Module Title   | Credit |
|-------------|--|--------|
| UZQRUX-30-0 | Essentials of Academic Practice 2022-23                      | 30     |
| UZQRUY-30-0 | Exploring the Social World and the Problems of Crime 2022-23 | 30     |
| UZQRV9-30-0 | From Plato to Nato 2022-23                                   | 30     |
| UZQRVA-30-0 | People and Social Science 2022-23                            | 30     |

### Year 1 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| Module Code | Module Title   | Credit |
|-------------|--|--------|
| UZQRUX-30-0 | Essentials of Academic Practice 2022-23                      | 30     |
| UZQRUY-30-0 | Exploring the Social World and the Problems of Crime 2022-23 | 30     |
| UZQRV9-30-0 | From Plato to Nato 2022-23                                   | 30     |

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|             |                                   |    |
|-------------|-----------------------------------|----|
| UZQRVA-30-0 | People and Social Science 2022-23 | 30 |
|-------------|-----------------------------------|----|

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**Year 2**

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Part-time students must take 60 credits from the modules in Year 2.

**Year 2 Compulsory Modules (Full-time and Sandwich)**

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| USPKJW-15-1        | Critical Thinking (Psychology) 2023-24 | 15            |
| USPSTW-15-1        | Interpersonal Psychology 2023-24       | 15            |
| USPJLS-30-1        | Introduction to Psychology 2023-24     | 30            |
| USPJMG-30-1        | Psychology in Action 2023-24           | 30            |
| USPJL7-30-1        | Research Design and Analysis 1 2023-24 | 30            |

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**Year 2 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| <b>Module Code</b> | <b>Module Title</b>  | <b>Credit</b> |
|--------------------|--|---------------|
| UZQRUX-30-0        | Essentials of Academic Practice 2023-24                      | 30            |
| UZQRUY-30-0        | Exploring the Social World and the Problems of Crime 2023-24 | 30            |
| UZQRV9-30-0        | From Plato to Nato 2023-24                                   | 30            |
| UZQRVA-30-0        | People and Social Science 2023-24                            | 30            |

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**Year 3**

Full-time and Sandwich students must take 120 credits from the modules in Year 3.

Part-time students must take 60 credits from the modules in Year 3.

**Year 3 Compulsory Modules (Full-time and Sandwich)**

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| USPSTV-30-2        | Developing Self and Society 2024-25    | 30            |
| USPSTX-30-2        | Identities in Psychology 2024-25       | 30            |
| USPSTY-30-2        | Mind, Brain, and Development 2024-25   | 30            |
| USPJLA-30-2        | Research Design and Analysis 2 2024-25 | 30            |

**Year 3 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| USPKJW-15-1        | Critical Thinking (Psychology) 2024-25 | 15            |
| USPSTW-15-1        | Interpersonal Psychology 2024-25       | 15            |
| USPJLS-30-1        | Introduction to Psychology 2024-25     | 30            |

**Year 4**

Full-time students must take 120 credits from the modules in Year 4.

Part-time students must take 60 credits from the modules in Year 4.

Students opting for the Sandwich award must take 15 credits from the modules in Year 4 and are enrolled on the level 6 module Social Sciences Placement Year (UZSY5D-15-3). This optional year is designed to enable students to gain valuable work experience in an area of their choice, or to engage in a study abroad programme. It will be particularly valuable for those seeking to follow a career in professional Psychology where significant relevant work experience is seen as a prerequisite for acceptance on professional doctoral-level training courses, or for alternate competitive careers where additional experiences assist students to further evidence their graduate skills and attributes.

**Year 4 Compulsory Modules (Full-time)**

Full-time students must take 30 credits from the modules in Compulsory Modules (Full-time).

| <b>Module Code</b> | <b>Module Title</b>        | <b>Credit</b> |
|--------------------|----------------------------|---------------|
| USPSTS-30-3        | Psychology Project 2025-26 | 30            |

**Year 4 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| USPJMG-30-1        | Psychology in Action 2025-26           | 30            |
| USPJL7-30-1        | Research Design and Analysis 1 2025-26 | 30            |

**Year 4 Compulsory Modules (Sandwich)**

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| UZSY5D-15-3        | Social Sciences Placement Year 2025-26 | 15            |

**Year 4 Optional Modules (Full-time)**

Full-time students must take 90 credits from the modules in Optional Modules (Full-time).

| <b>Module Code</b> | <b>Module Title</b>   | <b>Credit</b> |
|--------------------|---|---------------|
| USPJJB-15-3        | Animal Behaviour and Cognition 2025-26                                      | 15            |
| USPKJJ-15-3        | Clinical Aspects of Mental Health 2025-26                                   | 15            |
| USPK6P-15-3        | Cognitive Neuropsychology 2025-26   | 15            |
| USPKJQ-15-3        | Constructing Gender in Society 2025-26                                      | 15            |
| USPJQU-30-3        | Developmental Psychology: Contexts, Neurodiversity and Complexities 2025-26 | 30            |

|             |  |    |
|-------------|--|----|
| USPKCH-15-3 | Forensic Psychology 2025-26                            | 15 |
| USPK6S-15-3 | Health Psychology in Practice 2025-26                  | 15 |
| USPKJM-15-3 | Human Sexuality 2025-26                                | 15 |
| USPKJN-15-3 | Methods in Neuroscience 2025-26                        | 15 |
| USPK6Q-15-3 | Principles of Counselling and<br>Psychotherapy 2025-26 | 15 |
| USPK6T-15-3 | Psychology and Social Justice 2025-26                  | 15 |
| USPSU3-15-3 | Psychology in the Community 2025-26                    | 15 |
| USPKJP-15-3 | Psychology of Addiction 2025-26                        | 15 |
| USPK68-15-3 | Psychology of Appearance and<br>Embodiment 2025-26     | 15 |
| USPKJR-15-3 | Psychology of Sport and Exercise 2025-26               | 15 |
| USPKJS-15-3 | Psychology of Work 2025-26                             | 15 |
| USPKJT-15-3 | Psychopharmacology 2025-26                             | 15 |
| USPK6W-15-3 | The Arts and Mental Health 2025-26                     | 15 |

### Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Part-time students must take 60 credits from the modules in Year 5.

### Year 5 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| Module Code | Module Title                         | Credit |
|-------------|--------------------------------------|--------|
| USPSTX-30-2 | Identities in Psychology 2026-27     | 30     |
| USPSTY-30-2 | Mind, Brain, and Development 2026-27 | 30     |

**Year 5 Compulsory Modules (Sandwich)**

Sandwich students must take 30 credits from the modules in Compulsory Modules (Sandwich).

| <b>Module Code</b> | <b>Module Title</b>        | <b>Credit</b> |
|--------------------|----------------------------|---------------|
| USPSTS-30-3        | Psychology Project 2026-27 | 30            |

**Year 5 Optional Modules (Sandwich)**

Sandwich students must take 75 credits from the modules in Optional Modules (Sandwich).

| <b>Module Code</b> | <b>Module Title</b>   | <b>Credit</b> |
|--------------------|---|---------------|
| USPYTL-30-3        | Forensic Psychology 2026-27   | 30            |
| USPJJB-15-3        | Animal Behaviour and Cognition 2026-27                                      | 15            |
| USPKJJ-15-3        | Clinical Aspects of Mental Health 2026-27                                   | 15            |
| USPK6P-15-3        | Cognitive Neuropsychology 2026-27   | 15            |
| USPKJQ-15-3        | Constructing Gender in Society 2026-27                                      | 15            |
| USPJQU-30-3        | Developmental Psychology: Contexts, Neurodiversity and Complexities 2026-27 | 30            |
| USPKCH-15-3        | Foundations of Forensic Psychology 2026-27                                  | 15            |
| USPK6S-15-3        | Health Psychology in Practice 2026-27                                       | 15            |
| USPKJM-15-3        | Human Sexuality 2026-27   | 15            |
| USPKJN-15-3        | Methods in Neuroscience 2026-27   | 15            |
| USPK6Q-15-3        | Principles of Counselling and Psychotherapy 2026-27                         | 15            |
| USPK6T-15-3        | Psychology and Social Justice 2026-27                                       | 15            |
| USPSU3-15-3        | Psychology in the Community 2026-27   | 15            |

|             |   |    |
|-------------|---|----|
| USPKJP-15-3 | Psychology of Addiction 2026-27                 | 15 |
| USPK68-15-3 | Psychology of Appearance and Embodiment 2026-27 | 15 |
| USPKJR-15-3 | Psychology of Sport and Exercise 2026-27        | 15 |
| USPKJS-15-3 | Psychology of Work 2026-27                      | 15 |
| USPKJT-15-3 | Psychopharmacology 2026-27                      | 15 |
| USPK6W-15-3 | The Arts and Mental Health 2026-27              | 15 |

**Year 6**

Part-time students must take 60 credits from the modules in Year 6.

**Year 6 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from the modules in Compulsory Modules (Part-time).

| <b>Module Code</b> | <b>Module Title</b>                                   | <b>Credit</b> |
|--------------------|---|---------------|
| USPYTJ-15-2        | Research Design and Analysis 2 - Quantitative 2027-28 | 15            |
| USPYTK-15-2        | Research Design and Analysis 2 - Qualitative 2027-28  | 15            |
| USPSTV-30-2        | Developing Self and Society 2027-28                   | 30            |

**Year 7**

Part-time students must take 60 credits from the modules in Year 7.

**Year 7 Optional Modules (Part-time)**

Part-time students must take 60 credits from the modules in Optional Modules (Part-time).

| <b>Module Code</b> | <b>Module Title</b>                    | <b>Credit</b> |
|--------------------|--|---------------|
| USPYTL-30-3        | Forensic Psychology 2028-29            | 30            |
| USPJJB-15-3        | Animal Behaviour and Cognition 2028-29 | 15            |

|             |   |    |
|-------------|---|----|
| USPKJJ-15-3 | Clinical Aspects of Mental Health 2028-29                                   | 15 |
| USPK6P-15-3 | Cognitive Neuropsychology 2028-29   | 15 |
| USPKJQ-15-3 | Constructing Gender in Society 2028-29                                      | 15 |
| USPJQU-30-3 | Developmental Psychology: Contexts, Neurodiversity and Complexities 2028-29 | 30 |
| USPKCH-15-3 | Foundations of Forensic Psychology 2028-29                                  | 15 |
| USPK6S-15-3 | Health Psychology in Practice 2028-29                                       | 15 |
| USPKJM-15-3 | Human Sexuality 2028-29   | 15 |
| USPKJN-15-3 | Methods in Neuroscience 2028-29   | 15 |
| USPK6Q-15-3 | Principles of Counselling and Psychotherapy 2028-29                         | 15 |
| USPK6T-15-3 | Psychology and Social Justice 2028-29                                       | 15 |
| USPK68-15-3 | Psychology of Appearance and Embodiment 2028-29                             | 15 |
| USPKJR-15-3 | Psychology of Sport and Exercise 2028-29                                    | 15 |
| USPKJS-15-3 | Psychology of Work 2028-29  | 15 |
| USPKJT-15-3 | Psychopharmacology 2028-29  | 15 |
| USPK6W-15-3 | The Arts and Mental Health 2028-29  | 15 |

### Year 8

Part-time students must take 60 credits from the modules in Year 8.

### Year 8 Compulsory Modules (Part-time)

Part-time students must take 30 credits from the modules in Compulsory Modules (Part-time).

| Module Code | Module Title | Credit |
|-------------|--------------|--------|
|-------------|--------------|--------|

|             |                            |    |
|-------------|----------------------------|----|
| USPSTS-30-3 | Psychology Project 2029-30 | 30 |
|-------------|----------------------------|----|

### Year 8 Optional Modules (Part-time)

Part-time students must take 30 credits from the modules in Optional Modules (Part-time).

| Module Code | Module Title  | Credit |
|-------------|---|--------|
| USPYTL-30-3 | Forensic Psychology 2029-30   | 30     |
| USPJJB-15-3 | Animal Behaviour and Cognition 2029-30                                      | 15     |
| USPKJJ-15-3 | Clinical Aspects of Mental Health 2029-30                                   | 15     |
| USPK6P-15-3 | Cognitive Neuropsychology 2029-30   | 15     |
| USPKJQ-15-3 | Constructing Gender in Society 2029-30                                      | 15     |
| USPJQU-30-3 | Developmental Psychology: Contexts, Neurodiversity and Complexities 2029-30 | 30     |
| USPKCH-15-3 | Foundations of Forensic Psychology 2029-30                                  | 15     |
| USPK6S-15-3 | Health Psychology in Practice 2029-30                                       | 15     |
| USPKJM-15-3 | Human Sexuality 2029-30   | 15     |
| USPKJN-15-3 | Methods in Neuroscience 2029-30   | 15     |
| USPK6Q-15-3 | Principles of Counselling and Psychotherapy 2029-30                         | 15     |
| USPK6T-15-3 | Psychology and Social Justice 2029-30                                       | 15     |
| USPK68-15-3 | Psychology of Appearance and Embodiment 2029-30                             | 15     |
| USPKJR-15-3 | Psychology of Sport and Exercise 2029-30                                    | 15     |
| USPKJS-15-3 | Psychology of Work 2029-30  | 15     |

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|             |                                    |    |
|-------------|------------------------------------|----|
| USPKJT-15-3 | Psychopharmacology 2029-30         | 15 |
| USPK6W-15-3 | The Arts and Mental Health 2029-30 | 15 |

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### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

The programme is accredited by the British Psychological Society (BPS) and confers the Society's Graduate Basis for Chartership (GBC). 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 quantitative).

### **Part D: External Reference Points and Benchmarks**

The design of the BSc (Hons) Psychology program at all levels 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 program 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. Specifically these aspects are addressed in two 30 credit modules in level 1, three 30 credit modules in level 2 and an independent research project at level 3. The degree is accredited by the BPS and confers the society's Graduate Basis for Chartership (GBC).

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 with particular reference to three modules at level 1 (a 30 credit and two 15 credit modules) and 30 credits of relevant work experience/placement at level 2. 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.

### **Part E: Regulations**

Approved to University Regulations and Procedures.