



**PROGRAMME SPECIFICATION**

Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Accredited by the British Psychological Society
<b>Highest award title</b>	BSc (Hons) Psychology and named award routes BSc (Hons) Health Psychology BSc (Hons) Psychology And Mental Health BSc (Hons) Social Psychology BSc (Hons) Applied Psychology BSc (Hons) Biological Psychology
<b>Default award title</b>	
<b>Interim award titles</b>	Cert. HE Psychology Dip. HE Psychology
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full-time; Part-time
<b>Codes</b>	
<b>UCAS code</b> C800	<b>JACS code</b> C800
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Psychology
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Original Validation Date:</b> September 2003	
<b>Latest Committee Approval:</b> Quality and Standards Committee <b>Date:</b> March 2011	
<b>Version Code:</b> 2	

## Section 2: Educational aims of the programme

The BSc (Hons) Psychology programme aims to help students develop an in-depth and detailed understanding of Psychology and its applications. The programme will equip graduates with a strong set of key transferable skills which will be seen as desirable by a wide variety of employers. Successful completion of the programme also constitutes the initial stage of professional training in Psychology, conferring the Graduate Basis for Chartership with the British Psychological Society. In particular the programme aims to:

- Promote a scientific understanding of the mind, brain, behaviour and experience, and of the complex interaction between these.
- Present multiple perspectives in a way that fosters critical comparison and evaluation.
- Develop an understanding of the relationships between theory and its application to the full range of experience and behaviour.
- Develop an understanding of the role of empirical evidence in the creation and constraint of theory and the role of theory in the collection, analysis and interpretation of data.
- Enable the acquisition and knowledge of a range of research skills and methods, both quantitative and qualitative, culminating in an ability to conduct research independently.
- Develop the abilities and insight necessary to appreciate and critically evaluate theory, research findings, applications and interventions.
- Equip students with a broad range of discipline specific, cognitive, and general transferable skills which provide a sound basis for professional training, other further study and graduate-level employment in a wide variety of fields.

## Section 3: Learning outcomes of the programme

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

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding of:

1. The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology.
2. The major theoretical perspectives within Psychology
3. The roles and key functions of the recognised Psychology professions.
4. Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct.
5. The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry.
6. Contemporary debates, current ideas, and new developments in Psychology and related disciplines.
7. The application of Psychological theory and concepts to specific real world situations and problems

#### Teaching/learning methods and strategies:

These learning outcomes are broad, and are addressed across the programme using a variety of methods and strategies. These include:

- interactive, multimedia supported lectures
- tutor-led seminars
- student-led seminars
- practical laboratory-based classes
- skills workshops
- computer based analysis workshops
- learning logs
- group work and group projects
- guided reading and self-study
- supervised project work

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught and learnt and to broaden their individual knowledge and understanding of the subject.

#### Assessment:

Knowledge and understanding are assessed through a variety of methods including formal examinations in a variety of formats including seen, open book, unseen, multiple-choice, essay and short-answer; essays; case studies; research proposals; practical reports; project dissertation;

	assessed seminar presentations, both individual and group.
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. Adopt multiple perspectives and critically analyse the relationships between them</li> <li>2. Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology.</li> <li>3. Recognise and evaluate problems and plan strategies for their solution.</li> <li>4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.</li> <li>5. Show insight in applying complex theoretical concepts to real-world problems and situations.</li> <li>6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data.</li> </ol>	<p><b>Teaching/learning methods and strategies</b> Intellectual skills are developed through the range of teaching and learning strategies outlined in section 3A above, and across the full range of modules.</p> <p><b>Assessment</b> Intellectual skills are assessed through the range of methods identified in section 3A.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b> <i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Apply and integrate multiple perspectives on psychological issues.</li> <li>2. Recognise distinctive psychological approaches to particular problems.</li> <li>3. Identify and evaluate general patterns in behaviour, thought, action and experience.</li> <li>4. Understand and investigate the role of brain function in human behaviour and experience.</li> <li>5. Pose, operationalise and critique research questions.</li> <li>6. Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies.</li> <li>7. Analyse data using both quantitative and qualitative methods.</li> <li>8. Use a variety of psychological tools, including specialist software and laboratory equipment.</li> <li>9. Initiate, design, conduct and report an extensive piece of independent empirical research</li> <li>10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>1 - 4 are developed through the range of approaches detailed in 3A above. 5 – 10 are developed primarily through the practical classes, skills workshops, computer analysis workshops and supervised project.</p> <p><b>Assessment</b></p> <p>1 – 4 are assessed through a range of approaches detailed in 3A. 5 – 10 are assessed through practical work and reports, and in particular the work associated with the final year project: proposal, poster and full report.</p>
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## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p>Students will be <i>able to</i>:</p> <ol style="list-style-type: none"><li>1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.</li><li>2. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li><li>3. Be computer literate and confident in using word processing, database and statistical software.</li><li>4. Search for, retrieve and organise information from the full range of printed and online sources.</li><li>5. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li><li>6. Make evidence-based, informed critical judgements and evaluations</li><li>7. Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors in that influence behaviour in groups and teams.</li><li>8. Undertake self-directed study and project management, in order to meet desired objectives.</li><li>9. Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development.</li></ol>	<p>Skills 1, 3, 4, 5, 6, 8 &amp; 9 are addressed and developed across the programme through the whole range of methods used.</p> <p>Skills 1, 2, 3, 4 are also developed through the practical research sessions and skills workshops. Skill 7 is developed particularly through the various small group-based activities undertaken by students – including group presentations and projects</p> <p>The development of skills 8 and 9 are a particular feature of student engagement in supervised independent research.</p> <p><b>Assessment</b></p> <p>Skills 1, 2, 3, 4, 5, 6, 8, &amp; 9 are assessed through the range of approaches described in 3A, most particularly through coursework essays, research reports, project poster, seminar presentations; and also through written examinations. Skill 7 is assessed through observation of performance in group presentations.</p>

## Section 4: Programme structure

### STRUCTURE DIAGRAM

All students will be recruited onto BSc (Hons) Psychology

**Compulsory Modules**  
*Optional modules*

Level 1 – All Awards. All Modules Compulsory			
<b>USPJL7-30-1</b> Research Design & Analysis 1	<b>USPJLS-30-1</b> Introduction to Psychology	<b>USPJMF-30-1</b> Professional Skills for Psychologists	<b>USPJMG-30-1</b> Psychology in Action

Level 2- All Awards. All Modules Compulsory				
<b>USPJLA-30-2</b> Research Design & Analysis 2	<b>USPJLW-20-2</b> Theoretical & Social Psychology	<b>USPJLX-20-2</b> Developmental & Cognitive Psychology	<b>USPJLY-20-2</b> Individual Differences & Biological Psychology	<b>USPJMU-30-2</b> Psychology in Practice

Level 3 – BSc (Hons) Psychology				
<b>USPJED-40-3</b> Research Project: Psychology	<i>USPJDL-20-3</i> <i>Issues in the Psychology of Education</i>	<i>USPJDM-20-3</i> <i>Contemporary Issues in Social Psychology</i>	<i>USPJDN-20-3</i> <i>Health Psychology</i>	<i>USPJDQ-20-3</i> <i>Counselling Theory and Practice</i>
<i>USPJDR-20-3</i> <i>Issues in the Psychology of Work</i>	<i>USPJDS-20-3</i> <i>Psychology of Consciousness</i>	<i>USPJDX-20-3</i> <i>Learning Disability: Issues, Debates and Psychological Perspectives</i>	<i>USPJE6-20-3</i> <i>Psychological Approaches in Mental Health</i>	<i>USPJE7-20-3</i> <i>Psychology of Addiction</i>
<i>USPJE8-20-3</i> <i>Cognitive Neuropsychology</i>	<i>USPJEA-20-3</i> <i>Psychometrics and Psychological Test Construction</i>	<i>USPJF7-20-3</i> <i>Psychology of Sport &amp; Exercise</i>	<i>USPJGD-20-3</i> <i>Psychology of Appearance &amp; Embodiment</i>	<i>USPJGG-20-3</i> <i>Language and Mind</i>
<i>USPJGH-20-3</i> <i>Perception</i>	<i>USPJGK-20-3</i> <i>Psychopharmacology</i>	<i>USPJGM-20-3</i> <i>Critical Psychology</i>	<i>USPJL3-20-3</i> <i>Atypical Development</i>	<i>USPJL5-20-3</i> <i>Advanced Developmental Psychology</i>
<i>USPJLT-20-3;</i> <i>Methods in Neuroscience Research</i>	<i>USPJLV-20-3;</i> <i>Psychology of Ageing</i>	<i>USPJMA-20-3</i> <i>Psychology and the Arts</i>	<i>USPJMD-20-3</i> <i>Genders, Sexualities and Society</i>	<i>USPJLG-20-3</i> <i>Psychology in the Community</i>

Alternatively, students may elect to follow one of the named awards at the time they select their level 3 options. These pathways are defined by compulsory and optional modules as indicated below and selection of a research project topic related to the chosen pathway. This will be monitored by staff specialising in these areas of study.

Level 3 – BSc (Hons) Health Psychology				
<b>USPJED-40-3</b> Research Project – Psychology	<i>USPJDN-20-3</i> <i>Health Psychology</i>	<i>USPJE7-20-3</i> <i>Psychology of Addiction</i>	<i>USPJE6-20-3</i> <i>Psychological Approaches in Mental Health</i>	<i>USPJGD-20-3</i> <i>Psychology of Appearance &amp; Embodiment</i>
<b>Topic in Health Psychology</b>				
<i>USPJGK-20-3</i> <i>Psychopharmacology</i>	<i>USPJLG-20-3</i> <i>Psychology in the Community</i>			

<b>Level 3 – BSc (Hons) Social Psychology</b>					
<b>USPJED-40-3 Research Project - Psychology</b>		<i>USPJDM-20-3 Contemporary Issues in Social Psychology</i>	<i>USPJGM-20-3 Critical Psychology</i>	<i>USPJDS-20-3 Psychology of Consciousness</i>	<i>USPJMD-20-3 Genders, Sexualities and Society</i>
<b>Topic in Social Psychology</b>					
<i>USPJGD-20-3 Psychology of Appearance &amp; Embodiment</i>	<i>USPJDR-20-3 Issues in the Psychology of Work</i>				

<b>Level 3 – BSc (Hons) Psychology and Mental Health</b>					
<b>USPJED-40-3 Research Project - Psychology</b>		<i>USPJE6-20-3 Psychological Approaches in Mental Health</i>	<i>USPJQD-20-3 Counselling Theory and Practice</i>	<i>USPJE7-20-3 Psychology of Addiction</i>	<i>USPJDX-20-3 Learning Disability: Issues etc.</i>
<b>Topic in Mental Health</b>					
<i>USPJGK-20-3 Psycho- pharmacology</i>					

<b>Level 3 – BSc (Hons) Applied Psychology</b>					
<b>USPJED-40-3 Research Project - Psychology</b>		<i>USPJDL-20-3 Issues in the Psychology of Education</i>	<i>USPJDN-20-3 Health Psychology</i>	<i>USPJQD-20-3 Counselling Theory and Practice</i>	<i>USPJDR-20-3 Issues in the Psychology of Work</i>
<b>Topic in Applied Psychology</b>					
<i>USPJEA-20-3 Psychometrics &amp; Psychological Test Construction</i>	<i>USPJF7-20-3 Psychology of Sport &amp; Exercise</i>				

<b>Level 3 – BSc (Hons) Biological Psychology</b>					
<b>USPJED-40-3 Research Project - Psychology</b>		<i>USPJE8-20-3 Cognitive Neuro- psychology</i>	<i>USPJGG-20-3 Language and Mind</i>	<i>USPJGK-20-3 Psycho- pharmacology</i>	<i>USPJGH-20-3 Perception</i>
<b>Topic in Biological psychology</b>					
<i>USPJLT-20-3; Methods in Neuroscience Research</i>					

## BSc (Hons) Psychology and named awards

<b>level 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• USPJL7-30-1; Research Design and Analysis 1</li> <li>• USPJLS-30-1; Introduction to Psychology</li> <li>• USPJMF-30-1; Professional Skills for Psychologists</li> <li>• USPJMG-30-1; Psychology in Action</li> </ul>	<p><b>Interim Award</b> Cert HE Psychology Credit requirements:120</p>
<b>level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• USPJLA-30-2; Research Design and Analysis 2</li> <li>• USPJLW-20-2; Theoretical and Social Psychology</li> <li>• USPJLX-20-2; Developmental and Cognitive Psychology</li> <li>• USPJLY-20-2; Individual Differences and Biological psychology</li> <li>• USPJMU-30-2; Psychology in Practice</li> </ul>	<p><b>Interim Award</b> Dip HE Psychology Credit requirements: 240</p>
<b>level 3</b>	<p><b>Compulsory module</b></p> <ul style="list-style-type: none"> <li>• USPJED-40-3; Research Project - Psychology</li> </ul> <p><b>Optional modules</b> 80 credits from the following options:</p> <ul style="list-style-type: none"> <li>• USPJDL-20-3; Issues in the Psychology of Education</li> <li>• USPJDM-20-3; Contemporary Issues in Social Psychology</li> <li>• USPJDN-20-3; Health Psychology</li> <li>• USPJDQ-20-3; Counselling Theory and Practice</li> <li>• USPJDR-20-3; Issues in the Psychology of Work</li> <li>• USPJDS-20-3; Psychology of Consciousness</li> <li>• USPJDX-20-3; Learning Disability: Issues, Debates and Psychological Perspectives</li> <li>• USPJE6-20-3; Psychological Approaches in Mental Health</li> <li>• USPJE7-20-3; Psychology of Addiction</li> <li>• USPJE8-20-3; Cognitive Neuropsychology</li> <li>• USPJEA-20-3; Psychometrics and Psychological Test Construction</li> <li>• USPJF7-20-3; Psychology of Sport and Exercise</li> <li>• USPJGD-20-3; Psychology of Appearance and Embodiment</li> <li>• USPJGM-20-3; Critical Psychology</li> <li>• USPJGH-20-3; Perception</li> <li>• USPJGG-20-3; Language and Mind</li> <li>• USPJGK-20-3; Psychopharmacology</li> <li>• USPJL3-20-3; Atypical Development</li> <li>• USPJL5-20-3; Advanced Developmental Psychology</li> <li>• USPJLT-20-3; Methods in Neuroscience Research</li> <li>• USPJLV-20-3; Psychology of Ageing</li> <li>• USPJMA-20-3; Psychology and the Arts</li> </ul>	<p><b>Prerequisite requirements</b> USPJLA-30-2, Research Design and Analysis 2 is a prerequisite for the Research Project.</p> <p><b>Award:</b> Target / highest: BSc (Hons) Psychology</p> <p>Minimum credit requirements: 360 credits – 280 from compulsory modules, 80 from the optional module list.</p>

- USPJMD-20-3; Genders, Sexualities and Society

### **BSc (Hons) Health Psychology**

#### **Optional modules**

80 credits from the following:

- USPJDN-20-3; Health Psychology
- USPJE7-20-3; Psychology of Addiction
- USPJE6-20-3; Psychological Approaches in Mental Health
- USPJGK-20-3; Psychopharmacology
- USPJGD-20-3; Psychology of Appearance and Embodiment
- USPJGK-20-3; Psychopharmacology

### **BSc (Hons) Social Psychology**

#### **Optional modules**

80 credits from the following:

- USPJDM-20-3; Contemporary Issues in Social Psychology
- USPJGM-20-3; Critical Psychology
- USPJMD-20-3; Genders, Sexualities and Society
- USPJDS-20-3; Psychology of Consciousness
- USPJGD-20-3; Psychology of Appearance and Embodiment

### **BSc (Hons) Psychology and Mental Health**

#### **Optional modules**

80 credits from the following:

- USPJE6-20-3; Psychological Approaches in Mental Health
- USPJDQ-20-3; Counselling Theory and Practice
- USPJE7-20-3; Psychology of Addiction
- USPJDX-20-3; Learning Disability: Issues, Debates and Psychological Perspectives
- USPJGK-20-3; Psychopharmacology

### **BSc (Hons) Applied Psychology**

#### **Optional modules**

80 credits from the following:

- USPJDL-20-3; Issues in the Psychology of Education
- USPJDN-20-3; Health Psychology
- USPJDQ-20-3; Counselling Theory and Practice
- USPJDR-20-3; Issues in the Psychology of Work
- USPJEA-20-3; Psychometrics and Psychological Test Construction
- USPJF7-20-3; Psychology of Sport and Exercise

### **BSc (Hons) Applied Psychology**

#### **Optional modules**

80 credits from the following:

- USPJE8-20-3; Cognitive Neuropsychology
- USPJGG-20-3; Language and Mind
- USPJGK-20-3; Psychopharmacology
- USPJGH-20-3; Perception
- USPJLT-20-3; Methods in Neuroscience Research



## **Section 5: Entry requirements**

Please follow this link to view the university's basic minimum entry requirements.

<http://www.uwe.ac.uk/study/entryReqs.shtml>

For admission to the BSc (Hons) Psychology the following criteria must also be met:

- Achievement of the advertised UCAS points tariff
- GCSE grade C or above in Mathematics, English Language, and Biology or Double Science

Additionally applicants may be admitted to the programme provided they meet one of the following criteria and can demonstrate that they have achieved to an appropriate level in Maths, Science and English Language:

- Pass in a recognised Foundation or Access course
- The Advanced General National Vocational Qualification (AGNVQ) or Advanced General Scottish Vocational Qualification (AGSVQ). A twelve unit or full AGNVQ award being equivalent to two GCE A levels, a six unit or single AGNVQ award being equivalent to one GCE A level and a three unit award or part AGNVQ award being equivalent to one GCE AS level.
- The Irish Leaving Certificate (See UCAS website for tariff equivalences)
- The Scottish Leaving Certificate of Education (See UCAS website as above)  
[http://www.ucas.ac.uk/students/ucas\\_tariff/qualifications](http://www.ucas.ac.uk/students/ucas_tariff/qualifications)
- National Vocational Qualifications or Scottish Vocational Qualifications at level III.
- The European Baccalaureate.
- The International Baccalaureate.
- Other European or International qualifications which the University considers to be of equivalence to the above.

## **Section 6: Assessment Regulations**

### **Approved to University Academic Regulations and Procedures**

## **Section 7: Student learning: distinctive features and support**

- The University's Graduate Development Programme (GDP) is an important component of the student experience, particularly at Level 1 where it addresses issues around transition to HE study and key academic and transferable skills. All students will be allocated to a named academic/GDP tutor who will maintain regular contact with them and perform a pastoral support role. Students' home seminar groups constitute the basic building blocks in the timetable and they will therefore have plenty of opportunity to develop close and supportive relationships with an identified peer group. At Level 1, GDP will be embedded in USPJMF-30-1; Professional Skills for Psychologists. At Level 2 the primary focus of GDP is on career and employability issues and GDP activities will be embedded in the work-based learning module, USPJMU-30-2; Psychology in Practice. At Level 3, the student's research project supervisor will also be their GDP tutor, responsible for providing advice and support in futures planning. GDP will therefore be embedded in USPJED-40-3; Research Project – Psychology.
- A module choice event is held early in the second semester to enable students to make an informed and considered choice of optional modules at Level 3. At this event students have the opportunity to talk to module leaders and to students currently studying the modules. An online module choice handbook is also provided.
- Students are encouraged to join the successful Psychology student society which promotes both social and educational/academic activities.

## **Section 8 Reference points/benchmarks**

- QAA subject benchmarks for Psychology
- British Psychological Society Qualifying Syllabus
- University teaching and learning policies
- The research and scholarly interests of academic staff. These have shaped, in particular, the wide variety of optional module provision at Level 3.

