



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Frenchay Campus
Faculty responsible for programme	Health and Life Sciences
Department responsible for programme	Psychology
Modular Scheme Title	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	Accredited by the British Psychological Society for the Graduate Basis for Chartership (GBC)
Highest Award Title	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
Default Award Title	
Interim Award Titles	Cert. HE Psychology Dip. HE Psychology
UWE Progression Route	
Mode(s) of Delivery	Full-time; Part-time; Sandwich
Codes	UCAS: C800 JACS: C800 ISIS2: HESA:
Relevant QAA Subject Benchmark Statements	Psychology
CAP Approval Date	23 March 2012
Valid From	September 2012
Valid until Date	September 2018
Version	V3

Part 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.

Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods and strategies:</p> <p>These learning outcomes are broad, and are addressed across the programme using a variety of methods and strategies. These include:</p> <ul style="list-style-type: none"> • 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 • work experience <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and</p>

Part 3: Learning Outcomes of the Programme	
<p>6. Contemporary debates, current ideas, and new developments in Psychology and related disciplines.</p> <p>7. The application of Psychological theory and concepts to specific real world situations and problems</p>	<p>consolidate what is being taught and learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>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, reflective diaries.</p>
B Intellectual Skills	
B Intellectual Skills	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. Adopt multiple perspectives and critically analyse the relationships between them 2. Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology. 3. Recognise and evaluate problems and plan strategies for their solution. 4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work. 5. Show insight in applying complex theoretical concepts to real-world problems and situations. 6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data. 	<p>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>Assessment Intellectual skills are assessed through the range of methods identified in section 3A.:</p>
C Subject, Professional and Practical Skills	
C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Apply and integrate multiple perspectives on psychological issues. 2. Recognise distinctive psychological approaches to particular problems. 3. Identify and evaluate general patterns in behaviour, thought, action and experience. 4. Understand and investigate the role of brain function in human behaviour and experience. 5. Pose, operationalise and critique research questions. 6. Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies. 7. Analyse data using both quantitative and qualitative methods. 8. Use a variety of psychological tools, including specialist software and laboratory equipment. 	<p>1 - 4 are developed through the range of approaches detailed in 3A above.</p> <p>5 – 10 are developed primarily through the practical classes, skills workshops, computer analysis workshops and supervised project.</p> <p>Assessment 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>

Part 3: Learning Outcomes of the Programme

9. Initiate, design, conduct and report an extensive piece of independent empirical research
10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project.

D Transferable Skills and other attributes

D Transferable skills and other attributes

Students will be *able to*:

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

Teaching/learning methods and strategies

Skills 1, 3, 4, 5, 6, 8 & 9 are addressed and developed across the programme through the whole range of methods used.
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
The development of skills 8 and 9 are a particular feature of student engagement in supervised independent research.

Assessment

Skills 1, 2, 3, 4, 5, 6, 8, & 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.

Part 4: Programme Structure

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

ENTRY



Year 1	Compulsory Modules: USPJL7-30-1; Research Design and Analysis 1 USPJLS-30-1; Introduction to Psychology USPJMF-30-1; Professional Skills for Psychologists USPJMG-30-1; Psychology in Action	Optional Modules	Interim Award Cert HE Psychology
Year 2	Compulsory Modules USPJLA-30-2; Research Design and Analysis 2 USPJLW-20-2; Theoretical and Social Psychology USPJLX-20-2; Developmental and Cognitive Psychology USPJLY-20-2; Individual Differences and Biological psychology USPJMU-30-2; Psychology in Practice	Optional Modules	Interim Award Dip HE Psychology
Year Out: Students opting for the Sandwich award are enrolled on a separate run of USPJMU-30-2, Psychology in Practice. This optional year, which is essentially an extended version of the work-based learning module normally undertaken during Year 2, is designed to enable students to gain valuable work experience in an area of their choice. 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.			

<p style="text-align: center;">↓</p> <p style="text-align: center;">GRADUATION</p>	<p>Year 3</p>	<p>Compulsory Modules</p> <p>USPJED-40-3; Research Project - Psychology</p>	<p>Optional Modules 80 credits from the following options:</p> <p>USPJDL-20-3; Issues in the Psychology of Education USPJDM-20-3; Contemporary Issues in Social Psychology USPJDN-20-3; Health Psychology USPJDQ-20-3; Counselling Theory and Practice USPJDR-20-3; Issues in the Psychology of Work USPJDS-20-3; Psychology of Consciousness USPJDX-20-3; Learning Disability: Issues, Debates and Psychological Perspectives USPJE6-20-3; Psychological Approaches in Mental Health USPJE7-20-3; Psychology of Addiction USPJE8-20-3; Cognitive Neuropsychology USPJEA-20-3; Psychometrics and Psychological Test Construction USPJF7-20-3; Psychology of Sport and Exercise USPJGD-20-3; Psychology of Appearance and Embodiment USPJGM-20-3; Critical Psychology USPJGH-20-3; Perception USPJGG-20-3; Language and Mind USPJGK-20-3; Psychopharmacology USPJL3-20-3; Atypical Development USPJL5-20-3; Advanced Developmental Psychology USPJLT-20-3; Methods in Neuroscience Research USPJLV-20-3; Psychology of Ageing USPJMA-20-3; Psychology and the Arts USPJMD-20-3; Genders, Sexualities and Society USPJJK-20-3; Human Sexuality USPJKL-20-3; Parapsychology and Anomalous Experience USPJKM-20-3; Psychology of Humour</p>	
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Named Award Routes

All students take USPJED-40-3; Research Project – Psychology and options from the appropriate subset of modules as listed below.

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

Student Journey for a typical part-time student

Year 1	USPJLS-30-1; Introduction to Psychology USPJMF-30-1; Professional Skills for Psychologists	Cert HE Psychology
Year 2	USPJL7-30-1; Research Design and Analysis 1 USPJMG-30-1; Psychology in Action	
Year 3	USPJLW-20-2; Theoretical and Social Psychology USPJLX-20-2; Developmental and Cognitive Psychology USPJLY-20-2; Individual Differences and Biological Psychology	Dip HE Psychology

Year 4	USPJLA-30-2; Research Design and Analysis 2 USPJMUA-30-2; Psychology in Practice	
Year 5	Three 20-credit optional modules	GRADUATION
Year 6	USPJED-40-3; Research Project - Psychology One 20-credit optional module	

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

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://wwwucas.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.

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including essays, research reports, computer-based tests, seminar presentations, learning logs and reflective diaries. These are detailed in the following assessment map of the compulsory modules on the programme:

Part 6: Assessment

Assessment Map for BSc (Hons) Psychology; compulsory modules

		Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Learning log	Essay	Practical Report / Project Report	Research participation	Reflective Journal	Portfolio	Computer marked assessment	Critique of a journal article
Level 1	USPJLS-30-1	A (40)				B (20)	B (40)						
	USPJL7-30-1	A (30)						B (35)			B (35)		
	USPJMF-30-1				A (25)						B (75)		
	USPJMG-30-1				A (25)						B (75)		
Level 2	USPJLA-30-2		A (20)	A (20)				B (50)	B (50)				
	USPJLY-20-2		A (50)									B (25)	B (25)
	USPJLW-20-2		A (50)								B (50)		
	USPJLX-20-2		A (50)								B (50)		
	USPJMU-30-2						B (60)			B (40)			
Level 3	USPJED-40-3							B (100)					

Part 7: Student Learning

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Psychology programme, teaching is a mix of scheduled, independent and work-based learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration,

Part 7: Student Learning

practical classes and workshops. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. The proportion of independent learning required will vary depending on the module choices made.

Placement learning: The minimum requirement for work-based learning experience on the programme is 100 hours.

Description of 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 are 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.

Part 8: Reference Points and Benchmarks

The learning outcomes and content of the programme are modelled on the QAA subject benchmark statements for Psychology and the British Psychological Society Qualifying Syllabus. They also closely reflect University strategies and policies on the student experience and employability. The research and scholarly interests of academic staff have shaped, in particular, the wide variety of optional module provision at Level 3.

Employer interaction and feedback:

The Psychology Department stakeholder group includes representation from both public and private sector employers. Extensive links are also being developed with the voluntary sector through engagement with work-based learning.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.