



STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England, Bristol	
Teaching Institution	University of the West of England, Bristol	
Delivery Location	Frenchay Campus	
Study abroad / Exchange / Credit recognition		
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Department of Health and Social Sciences	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	Accredited by the British Psychological Society for the Graduate Basis for Chartership (GBC)	
Highest Award Title	BSc (Hons) Psychology <ul style="list-style-type: none"> • 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	N/A	
Fall-back Award Title	N/A	
Interim Award Titles	Cert. HE Psychology Dip. HE Psychology BSc Psychology	
UWE Progression Route	<i>For UWE Federation foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.</i>	
Mode(s) of Delivery	Full-time; Part-time; Sandwich; Foundation Year	
Codes	UCAS: C800	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Psychology	
Version	3	
Review Date	Sept 2022	

Part 2: Educational Aims of the Programme

The BSc (Hons) Psychology degree (with Foundation Year) at UWE Bristol is a FT/PT 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 has the option to be 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. 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 requirements for the purposes of the Higher Education Achievement Record (HEAR)

The BSc (Hons) Psychology (with Foundation Year) degree 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 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: Included are only Compulsory BPS modules	UZQRUX-30-0	UZQRUY-30-0	UZQRV9-30-0	UZQRVA-30-0	USPJLS-30-1	USPJL7-30-1	USPJMG-30-1	USPSTW -15-1	USPKJW -15-1	USPJLA-30-2	USPSTX-30-2	USPSTY-30-2	USPSTV-30-2	USPSTS-30-3
A) Knowledge and understanding of:														
The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology				X	X		X	X	X		X	X		
The major theoretical perspectives within Psychology					X		X	X	X		X	X		
The roles and key functions of the recognised Psychology professions					X		X						X	
Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct						X				X				X
The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry				X	X		X	X	X		X	X		
Contemporary debates, current ideas, and new developments in Psychology and related disciplines					X		X	X	X		X	X		
The application of Psychological theory and concepts to specific real world situations and problems						X				X			X	X
Structure and function of the social science or the natural world	X	X	X	X										
The techniques used to gather and critically analyse data in the either the social sciences or natural sciences	X	X	X	X										
(B) Intellectual Skills														
Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications					X	X	X	X	X	X	X	X		X
Reason scientifically, understand the role of evidence and make critical judgements	X	X	X	X	X	X		X	X	X	X	X		X
Recognise and evaluate problems and plan strategies for their solution	X	X	X	X		X		X	X	X			X	X
Synthesise information from a range of different sources in ways which show originality and creativity in the student's work	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Show insight in applying complex theoretical concepts to real-world problems and situations (e.g., education for sustainable development)							X	X	X				X	

Part 3: Learning Outcomes of the Programme

Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data							X				X			X
(C) Subject/Professional/Practical Skills														
Integrate ideas and findings across multiple perspectives in psychology					X	X	X	X	X	X	X	X	X	X
Recognise distinctive psychological approaches to relevant problems				X		X	X			X			X	
Identify and evaluate general patterns in behaviour, psychological functioning and experience				X	X	X	X	X	X	X	X	X	X	X
Understand and investigate the role of brain function in all human behaviour and experience				X	X	X	X	X	X	X	X	X	X	X
Generate and explore hypotheses and research questions				X		X				X	X	X		X
Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies				X		X				X				X
Analyse data using both quantitative and qualitative methods				X		X				X				X
Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments				X		X				X		X		X
Initiate, design, conduct and present and report on an extensive piece of independent empirical research				X										X
Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project				X	X	X		X	X	X				X
(D) Transferable skills and other attributes														
Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets	X					X				X	X	X		X
Be computer literate and confident in using relevant software such as data analysis packages	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Search for, retrieve and organise information from the full range of printed and online sources	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes	X				X	X	X	X	X	X	X	X	X	X
Make evidence-based, informed critical judgements and evaluations	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors that influence behaviour in groups and teams	X					X	X	X	X	X				
Undertake self-directed study and project management, in order to meet desired objectives	X												X	X
Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development	X	X	X	X	X	X		X	X				X	X

Part 4: Student Learning and Student Support

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

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 0 & 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. Students who elect to undertake a placement year, are allocated a placement tutor who will maintain contact, plan a visit where possible and provide support and liaise with work supervisors.

Framework for Learning (Scheduled, Independent and Placement Learning)

- 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 (may vary slightly depending on the module choices made). Scheduled learning may include (but not limited to) lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops. Independent learning may include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made. Placement learning may include a practice placement or sandwich year placement (e.g., other placement, year abroad, etc.).

Technology Enhanced Learning (TEL)

- The use of TEL is an integral feature at all levels of study in each module on the programme. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

Employability and Application (Career Planning and Preparation)

- Key transferable skills are promoted across the programme and the key skills identified in the HEA Psychology Student Employability Profile are highlighted on the first page of the programme handbook and emphasised during the induction of new students to the programme. At induction, students receive input from Careers and Volunteering departments and clear messages are given about the importance of work experience, the competitive nature of opportunities for progression into professional Psychology and the potential advantages conferred by possession of a Psychology degree in the graduate job market. The main foci for identification and articulation of key transferable skills are in the modules listed below. These modules also form the backbone of the personal tutoring system on the programme. Personal tutors on all years have responsibility to maintain an overview of their tutees development.

Part 4: Student Learning and Student Support

- **USPSTW-15-1** *Interpersonal Psychology* addresses academic and study skills, and prepares students for work-based learning.
- **USPSTV-30-2** *Developing Self and Society* is a compulsory module for single honours students. Completion of a minimum of 100 hours verified work experience forms the basis of the assessed work for the module. Students reflect on their experience and report a self-assessment of key transferable skills development.
- **USPSTS-30-3** *Psychology Project* in this module part of the supervisor's role is to provide prompts to and feedback on students' preparation for life after graduation. This includes discussion of preferred futures and feedback on CV's and personal statements on applications for further study.
- *Sandwich option* (between level 2 & 3) provides a potentially valuable opportunity to gain either work experience in roles relevant to developing a career in professional Psychology, or to study abroad on a related programme. This activity will be captured as part of the **UZSY5D-15-3** Social Sciences Placement Year module.

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. Extra-curricular 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 & EEG Lab
 - Sports & Exercise Research Lab
 - Human Interaction Lab
 - Developmental Lab
 - Perception Lab
 - Driving Simulator
 - Counselling Suite
 - Project, Study & Training Rooms (x12)

Description of any Distinctive Features

- 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

Part 4: Student Learning and Student Support

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 as well as by opportunities for sandwich years, 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.

Part 5: Assessment

Approved to University Regulations and Procedures

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

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

Part 5: Assessment

Modules Level 3 Indicative				A (40)		B (60)													
USPKJJ-15-3 <i>Clin Aspects of MH</i>				A (40)		B (60)													
USPK6P-15-3 <i>Cog Neuro</i>		A (50)																	B (50)
USPKJQ-15-3 <i>Construct Gender</i>		A (40)				B (60)													
USSKCH-15-3 <i>Forensic Psych</i>		A (60)						B (40)											
USPK6S-15-3 <i>Health Psych</i>		A (40)																	B (60)
USPKJM-15-3 <i>Human Sexuality</i>		A (100)																	
USPKJN-15-3 <i>Methods in Neuro</i>					A (40)														B (60)
USPKJH-15-3 <i>Neurodev Disord</i>				A (50)		B (50)													
USPKJL-15-3 <i>Neurophys and BI</i>					A (40)														B (60)
USPK6Q-15-3 <i>Counselling</i>		A (75)																	B (25)
USPKJU-15-3 <i>Psy on Violence</i>		A (40)						B (60)											
USPK6T-15-3 <i>Psy Social Justice</i>					A (50)														B (50)
USPSU3-15-3 <i>Psy in Community</i>		A (100)																	
USPKJP-15-3 <i>Psy of Addiction</i>				A (60)		B (40)													
USPK68-15-3 <i>Apper and Embodi</i>				A (70)		B (30)													
USPKJK-15-3 <i>Psy of Consious</i>				A (50)		B (50)													
USPKJR-15-3 <i>Psy of Sport and Ex</i>		A (40)				B (60)													
USPKJS-15-3 <i>Psy of Work Org</i>		A (40)																	B (60)
USPKJT-15-3 <i>Psychopharm</i>				A (40)		B (60)													
USPK6W-15-3 <i>Arts and M Health</i>					A (50)														B (50)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: 1) level and credit requirements; 2) interim award requirements; 3) module diet, including compulsory and optional modules

Year of Study	Compulsory Modules	Optional Modules	Interim Awards
Year 0 (Entry)	<ul style="list-style-type: none"> UZQRUX-30-0 <i>Essentials of Academic Practices</i> UZQRUY-30-0 <i>Exploring the Social World and the Problems of Crime</i> UZQRV9-30-0 <i>From Plato to NATO</i> UZQRVA-30-0 <i>People and Social Science</i> <p><i>Note that for students wishing to transfer to</i></p>	NA	<p>120 credits at Level 0</p> <p>Successful completion of all level 0 modules required to permit progression to level 1.</p>

	<p><i>Psychology from a Biological Biomedical or Analytical Sciences award, the following level 0 modules can count (including marks) towards the award.</i></p> <ul style="list-style-type: none"> • USSKCJ-30-0 <i>Biology in Practice</i> • USSKCK-30-0 <i>Chemistry in Practice</i> • USSKCL-30-0 <i>Skills for Science</i> • USSKCM-30-0 <i>People and Science</i> 		
Year 1	<ul style="list-style-type: none"> • USPJLS-30-1 <i>Introduction to Psychology</i> • USPJL7-30-1 <i>Research Design & Analysis 1</i> • USPJMG-30-1 <i>Psychology in Action</i> • USPKJW -15-1 <i>Critical Thinking (Psychology)</i> • USPSTW-15-1 <i>Interpersonal Psychology</i> 	None	<p>Cert HE Psychology</p> <p>Credit Requirements: 240 credits</p> <p>At least 100 credits at level 1 or above. 120 credits at level 0</p>
Year 2	<ul style="list-style-type: none"> • USPJLA-30-2 <i>Research Design & Analysis 2</i> • USPSTX-30-2 <i>Identities in Psychology</i> • USPSTY-30-2 <i>Mind, Brain and Development</i> • USPSTV-30-2 <i>Developing Self and Society</i> 	None	<p>Dip HE Psychology</p> <p>Credit requirements: 360 credits</p> <p>At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p>
Sandwich Year	<p>Year Out: Students opting for the Sandwich award are enrolled on the level 3 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.</p>		
Year 3	<p>USPSTS-30-3 <i>Psychology Project</i></p>	<p>90 credits from any combination of the following 15 credit options</p> <ul style="list-style-type: none"> • USPK66-15-3 <i>Advanced Developmental Psychology: Theory and Practice</i> • USPK69-15-3 <i>Applied Developmental Psychology</i> 	

		<ul style="list-style-type: none"> • USPKJJ-15-3 <i>Clinical Aspects of Mental Health</i> • USPK6P-15-3 <i>Cognitive Neuropsychology</i> • USPKJQ-15-3 <i>Constructing Gender in Society</i> • USSKCH-15-3 <i>Forensic Psychology</i> • USPK6S-15-3 <i>Health Psychology in Practice</i> • USPKJM-15-3 <i>Human Sexuality</i> • USPKJN-15-3 <i>Methods in Neuroscience</i> • USPKJH-15-3 <i>Neurodevelopmental Disorders</i> • USPKJL-15-3 <i>Neurophysiology and Brain Imaging</i> • USPK6Q-15-3 <i>Principles of Counselling and Psychotherapy</i> • UZQSYR-15-3 <i>Psychological Perspectives on Political Violence</i> • USPK6T-15-3 <i>Psychology and Social Justice</i> • USPSU3-15-3 <i>Psychology in the Community</i> • USPKJP-15-3 <i>Psychology of Addiction</i> • USPK68-15-3 <i>Psychology of Appearance and Embodiment</i> • USPKJK-15-3 <i>Psychology of Consciousness</i> • USPKJR-15-3 <i>Psychology of Sport and Exercise</i> • USPKJS-15-3 <i>Psychology of Work, Business and Organizations</i> • USPKJT-15-3 <i>Psychopharmacology</i> • USPK6W-15-3 <i>The Arts and Mental Health</i> • UZSY5D-15-3 Social Sciences Placement Year 	<p>BSc Psychology</p> <p>Credit requirements: 420 credits</p> <p>At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p> <p><u>Target Award</u></p> <p>BSc(Hons) Psychology</p> <p>Credit requirements: 480 credits</p> <p>At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>
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Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Year 1	Two 30-credit foundation modules at level 0	120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
Year 2	Two 30-credit foundation modules at level 0	
Year 3	USPJLS-30-1 <i>Introduction to Psychology</i> USPKJW -15-1 <i>Critical Thinking (Psychology)</i> USPSTW-15-1 <i>Interpersonal Psychology</i>	Cert HE Psychology Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
Year 4	USPJL7-30-1 <i>Research Design and Analysis 1</i> USPJMG-30-1 <i>Psychology in Action</i>	
Year 5	USPSTX-30-2 <i>Identities in Psychology</i> USPSTY-30-2 <i>Mind, Brain and Development</i>	Dip HE Psychology Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
Year 6	USPJLA-30-2 <i>Research Design and Analysis 2</i> USPSTV-30-2 <i>Developing Self and Society</i>	
Year 7	Optional modules to a total of 60 credits from the full list of 15 and 30 credit Level 3 options	BSc Psychology Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. <u>Target Award</u> BSc (Hons) Psychology Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.
Year 8	USPSTS-30-3 <i>Psychology Project</i> One 30-credit option, or two 15 credit optional modules from the full list of 15 and 30 credit Level 3 options	

Named Award Routes

All students take L3 **USPSTS-30-3** Psychology Project and a minimum of 45 credits of the total 120 credits in options from the appropriate subset of modules listed below. The focus of the project must also be relevant to the chosen theme. *(note this is an indicative list as modules may vary by year)*

BSc (Hons) Psychology and Mental Health [Optional modules]

- **USPK6P-15-3** *Cognitive Neuropsychology*
- **USPK6Q-15-3** *Principles of Counselling and Psychotherapy*
- **USPK6W-15-3** *The Arts and Mental Health*
- **USPKJH-15-3** *Neurodevelopmental Disorders*
- **USPKJP-15-3** *Psychology of Addiction*
- **USPKJJ-15-3** *Clinical Aspects of Mental Health*
- **USPKJT-15-3** *Psychopharmacology*

BSc (Hons) Social Psychology [Optional modules]

- **USPKJQ-15-3** *Constructing Gender in Society*
- **USPKJM-15-3** *Human Sexuality*
- **USPK68-15-3** *Psychology of Appearance and Embodiment*
- **USPKK-15-3** *Psychology of Consciousness*
- **USPK6T-15-3** *Psychology and Social Justice*
- **USPKJS-15-3** *Psychology of Work, Business and Organizations*

BSc (Hons) Biological Psychology [Optional modules]

- **USPK6P-15-3** *Cognitive Neuropsychology*
- **USPKJN-15-3** *Methods in Neuroscience*
- **USPKJL-15-3** *Neurophysiology and Brain Imaging*
- **USPKJH-15-3** *Neurodevelopmental Disorders*
- **USPKJJ-15-3** *Clinical Aspects of Mental Health*
- **USPKJT-15-3** *Psychopharmacology*

BSc (Hons) Health Psychology [Optional modules]

- **USPK6S-15-3** *Health Psychology in Practice*
- **USPK68-15-3** *Psychology of Appearance and Embodiment*
- **USPK6W-15-3** *The Arts and Mental Health*
- **USPKJJ-15-3** *Clinical Aspects of Mental Health*
- **USPKJP-15-3** *Psychology of Addiction*

BSc (Hons) Applied Psychology [Optional modules]

- **USPK69-15-3** *Applied Developmental Psychology*
- **USPK6Q-15-3** *Principles of Counselling and Psychotherapy*
- **USPK6S-15-3** *Health Psychology in Practice*
- **USPKJR-15-3** *Psychology of Sport and Exercise*
- **USPKJS-15-3** *Psychology of Work, Business and Organizations*

Part 7: Entry Requirements

The University's Entry Requirements for Foundation Year Programmes Apply:

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 8: Reference Points and Benchmarks

The design of the BSc (Hons) Psychology (with Foundation Year) programme 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 programme is built on the set BPS curriculum covering the theoretical principles human thought, action and behaviour with a strong emphasis of academic knowledge application in real-world contexts. Specifically these aspects are addressed in two 30 credit modules in level 1, three 30 credit

Part 8: Reference Points and Benchmarks

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. Students on the programme have the option of a part-time study pathway or may choose a four-year "sandwich" option, which offers a valuable opportunity to extend work-based learning experience to a full year placement between Levels 2 and 3. At each level, students are assigned a Personal Tutor from the academic staff who provides tailored support and guidance throughout the year.

Quality Processes: The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures (student representatives, module feedback questionnaires and focus groups), standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, regular visits/reviews from the BPS and a series of strategic management meetings throughout the year to synthesize programme data/feedback and formulate/review action plans.

FOR OFFICE USE ONLY

First CAP Approval Date				
Revision CAP Approval Date	17 January 2018	Version	2	Link to RIA 12464
Revision ASQC Approval Date	16 January 2019		3	RIA 12814
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				