



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 Applied 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 with Law	
Default Award Title		
Interim Award Titles	Cert. HE Psychology with Law Dip. HE Psychology with Law	
UWE Progression Route		
Mode(s) of Delivery	Full-time; Part-time	
Codes	UCAS: C8M1 ISIS2:	JACS: HESA:
Relevant QAA Subject Benchmark Statements	Psychology, Law	
CAP Approval Date	24 May 2012	
Valid From	September 2012	
Valid until Date	September 2018	
Version	1.1	

Part 2: Educational Aims of the Programme

The BSc (Hons) Psychology with Law programme aims at Level 1 to provide students with a comprehensive introduction to the complementary disciplines of Psychology and Law. At Levels 2 and 3, the programme is designed to help students achieve an in-depth and detailed understanding of Psychology whilst also studying aspects of Law to an advanced level. 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.
- Provide related study options in the field of Law and promote integration with the Psychology major where appropriate.
- 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

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. The major concepts, values, principles and terminology of legal systems.
5. The primary and secondary sources of law and the use of contextual materials to support the making of legal arguments.
6. Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues,

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
- work experience

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught and learnt and to

Part 3: Learning Outcomes of the Programme	
<p>codes of conduct.</p> <p>7. The interfaces and interactions between Psychology and other cognate disciplines including Sociology, Biology, Psychiatry and Law.</p> <p>8. Contemporary debates, current ideas, and new developments in Psychology, Law and related disciplines.</p> <p>9. The application of Psychological theory and concepts to specific real world situations and problems</p>	<p>broaden their individual knowledge and understanding of the subject.</p> <p>Assessment:</p> <p>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
<p>1. Adopt multiple perspectives and critically analyse the relationships between them</p> <p>2. Reason scientifically and legally, understand the role of evidence and make critical judgements about arguments in Psychology and Law.</p> <p>3. Recognise and evaluate problems and plan strategies for their solution.</p> <p>4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.</p> <p>5. Show insight in applying complex theoretical concepts to real-world problems and situations.</p> <p>6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data.</p>	<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</p> <p>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> <p>1. Apply and integrate multiple perspectives on psychological issues.</p> <p>2. Recognise distinctive psychological approaches to particular problems.</p> <p>3. Identify and evaluate general patterns in behaviour, thought, action and experience.</p> <p>4. Understand and investigate the role of brain function in human behaviour and experience.</p> <p>5. Pose, operationalise and critique research questions.</p> <p>6. Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies.</p> <p>7. Analyse data using both quantitative and qualitative methods.</p> <p>8. Use a variety of psychological tools, including specialist software and laboratory equipment.</p>	<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</p> <p>1 – 4 are assessed through a range of approaches detailed in 3A.</p> <p>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	
<p>9. Initiate, design, conduct and report an extensive piece of independent empirical research</p> <p>10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project.</p>	
D Transferable Skills and other attributes	
D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>Students will be <i>able to</i>:</p> <ol style="list-style-type: none"> 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. 	<p>Skills 1, 3, 4, 5, 6, 8 & 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>Assessment</p> <p>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.</p> <p>Skill 7 is assessed through observation of performance in group presentations.</p>

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

<p>ENTRY</p> 	<p>Year 1</p>	<p>Compulsory Modules:</p> <ul style="list-style-type: none"> • USPJL7-30-1 Research Design and Analysis 1 • USPJLS-30-1 Introduction to Psychology • UJUJ6-15-1 Legal and Professional Skills • UJUJC-15-1 Legal Methods • UJUTD3-30-1 Criminal Law 	<p>Optional Modules</p> <p>None</p>	<p>Interim Award</p> <p>Cert HE Psychology with Law</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • 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 	<p>Optional Modules</p> <p>30 credits from:</p> <ul style="list-style-type: none"> • USSJT4-30-2 Forensic Evidence • USSJT4-30-2 Forensic Evidence • UJUJF-30-2 Migration Law and Policy • UJUHV-30-2 Legal Research Project • UJUJQ-30-2 Critical and Legal Reasoning • UJUJW-30-2 Sexual Offences and Offending : Criminal Justice Responses • UJUJG-30-2 Sports Law 	<p>Interim Award</p> <p>Dip HE Psychology with Law</p>
	<p>Year 3</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • USPJMY-30-3 Research Project – Psychology Major 	<p>Optional Modules</p> <p>60 credits from the following Psychology options:</p> <ul style="list-style-type: none"> • 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 	<p>Target Award</p> <p>BSc (Hons) Psychology with Law</p>



		<p>Psychological Approaches in Mental Health</p> <ul style="list-style-type: none">• 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>30 credits from the following Law options:</p> <ul style="list-style-type: none">• UJUUN-30-3 Civil Liberties• UJUTD7-30-3 Criminal Justice• UJUTD8-30-3 Evidence• UJUTK7-30-3 Family Breakdown• UJUTA9-30-3 Gender and the Law• UJUTNB-30-3 Medicine and the Law• UJUTAE-30-3 Sexuality and the Law	
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GRADUATION

Student Journey for a typical part-time student

Year 1	USPJLS-30-1; Introduction to Psychology UJUJ6-15-1; Professional Skills UJUJC-15-1; Legal Method	Cert HE Psychology with Law
Year 2	USPJL7-30-1; Research Design and Analysis 1 UJU4D3-30-1; Criminal Law	
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 with Law
Year 4	USPJLA-30-2; Research Design and Analysis 2 One 30-credit optional Law module	
Year 5	Three 20-credit optional Psychology modules	GRADUATION
Year 6	USPJMY-30-3; Research Project - Psychology Major One 30-credit optional Law 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://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.

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:

Assessment Map for BSc (Hons) Psychology with Law; compulsory modules

Part 6: Assessment

		Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Practical skills assessment	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)		
	UJUTD3-30-1				A (30)	B (30)			B (40)					
	UJUJJC-15-1		A (70)			B (30)								
	UJUJJC-15-1											A (100)		
Level 2	USPJLA-30-2		A (20)	A (20)					B (50)	B (10)				
	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	USPJMY-30-3								A (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 with Law programme, teaching is a mix of scheduled, independent and work-based learning.

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

Part 7: Student Learning

Placement learning: There is an optional minimum requirement for work-based learning experience of 100 hours (depending on module choice at level 3).

Description of Distinctive Features and Support

The common programme at level 1 shared by the LLB Law with Psychology and the BSc (Hons) Psychology with Law allows students at the end of year 1 to elect to major in either Law or Psychology at levels 2 and 3. Students therefore have the option of pursuing either a qualifying Law degree or a Psychology degree which is accredited by the British Psychological Society.

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 UJUJ6-15-1 Professional Skills. At Levels 2 and 3, GDP becomes identified with the Psychology major and a series of employability and career planning workshops is its main focus. 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 USPJM-30-3; Research Project – Psychology Major.

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 primarily modelled on the QAA subject benchmark statements for Psychology and Law, 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.