



STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data                                     |   |
|--|---|
| <b>Awarding Institution</b>                            | University of the West of England, Bristol  |
| <b>Teaching Institution</b>                            | University of the West of England, Bristol  |
| <b>Delivery Location</b>                               | Frenchay Campus   |
| <b>Study abroad / Exchange / Credit recognition</b>    |   |
| <b>Faculty responsible for programme</b>               | Health and Applied Sciences   |
| <b>Department responsible for programme</b>            | Department of Health and Social Sciences  |
| <b>Modular Scheme Title</b>                            | Undergraduate Modular Scheme  |
| <b>Professional Statutory or Regulatory Body Links</b> | Accredited by the British Psychological Society for the Graduate Basis for Chartership (GBC)  |
| <b>Highest Award Title</b>                             | BSc (Hons) Psychology with Law  |
| <b>Default Award Title</b>                             | N/A   |
| <b>Fall-back Award Title</b>                           | N/A   |
| <b>Interim Award Titles</b>                            | BSc Psychology with Law<br>Dip. HE Psychology with Law<br>Cert. HE Psychology with Law  |
| <b>UWE Progression Route</b>                           | <i>For UWE Federation foundation degrees and some collaborative programmes where a specific progression route has been agreed within UWE.</i> |
| <b>Mode(s) of Delivery</b>                             | Full-time; Part-time; Sandwich  |
| <b>Codes</b>   | <b>UCAS: C8M1</b> <b>JACS:</b><br><b>ISIS2:</b> <b>HESA:</b>  |
| <b>Relevant QAA Subject Benchmark Statements</b>       | Psychology  |
| <b>Version</b>   | V4  |
| <b>Review Date</b>                                     |   |

**Part 2: Educational Aims of the Programme**

The BSc (Hons) Psychology with Law degree at UWE Bristol is a three year/level full-time course accredited by the British Psychological Society (BPS) and confers the society's Graduate Basis for Chartership (GBC). The programme aims to produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique,

## Part 2: Educational Aims of the Programme

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 BSc (Hons) Psychology with Law programme aims at Level 1 to provide students with a comprehensive introduction to the related disciplines of Psychology and Law. At Levels 2 and 3, the programme is designed to help students develop an in-depth and detailed understanding of Psychology whilst also studying aspects of Law to an advanced level.

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 Law 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 (Psychology)

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understand and investigate the role of brain function in all human behaviour and experience   | X | X | X | X | X | X | X | X | X | X |   |
| Generate and explore hypotheses and research questions  |   | 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 |   |
| Analyse data using both quantitative and qualitative methods  |   | X |   |   |   | X |   |   |   | X |   |
| Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments   |   | X |   |   |   | X |   | X |   | X |   |
| Initiate, design, conduct and present and report on an extensive piece of independent empirical research  |   |   |   |   |   |   |   |   |   | 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 |   |
| <b>(D) Transferable skills and other attributes</b>   |   |   |   |   |   |   |   |   |   |   |   |
| 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 |   |
| 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 |   |
| Be computer literate and confident in using relevant software such as data analysis packages  | 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 |   |
| Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes   | 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 |   |
| 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 |   |   |   |   |   |
| Undertake self-directed study and project management, in order to meet desired objectives   |   |   |   |   |   |   |   |   |   | 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 |

### Part 3: Learning Outcomes of the Programme (Psychology)

| <b>Learning Outcomes:</b><br><b>Included are only Compulsory Law modules</b>  | UJUKV-30-1 | UJUTD3-30-1 |  |
|---|------------|-------------|--|
| <b>A) Knowledge and understanding of:</b>   |            |             |  |
| Depth of knowledge in a range of both black letter law and socio-legal studies  | X          |             |  |
| All students are offered the opportunity to achieve a breadth of study of traditional law and developing legal subject areas which are likely to be of interest to a student of law and psychology                    | X          |             |  |
| Knowledge of legal values, principles and a substantial range of major legal concepts   | X          |             |  |
| Knowledge of psychology subjects and principles and an understanding of practice  |            | X           |  |
| <b>(B) Intellectual Skills</b>  |            |             |  |
| Learning to research, analyse, critically evaluate and develop a technical and practical understanding of important legal and psychological concepts and principles   | X          | X           |  |
| Understanding the process of research - how to research and interpret and apply information from relevant psychology and legal materials such as case and statute law   | X          | X           |  |
| Developing a mature understanding of the areas of law and psychology studied  |            | X           |  |
| Understanding the fast developing and organic nature of some areas of law.  | X          | X           |  |
| <b>(C) Subject/Professional/Practical Skills</b>  |            |             |  |
| Challenge students to develop skills of oral argument   | X          | X           |  |
| Encourage students to identify appropriate evidence and to build and structure arguments in an appropriate and ethical manner   |            | X           |  |
| Technical skills development is fostered through practical problem solving in both subject are  | X          | X           |  |
| Requires that students develop a practical understanding of what happens in court by making a court visit and reflecting on the outcome and researching a specific legal role relevant to the case that they observed | X          | X           |  |
| Deal specifically and practically with ethical professional Issues  |            | X           |  |
| Analyse scenarios or research of topics which require the practical application of law to facts   |            | X           |  |
| <b>(D) Transferable skills and other attributes</b>   |            |             |  |
| Research  | X          | X           |  |
| Report writing  |            | X           |  |
| Identifying issues and obtaining and summarizing appropriate and up to date information from electronic and paper sources   | X          | X           |  |
| The ability to work successfully both independently and as part of a team   | X          | X           |  |
| The ability to identify and use primary and secondary sources of law  | X          | X           |  |

**Part 3: Learning Outcomes of the Programme (Psychology)**

|  |   |   |  |
|--|---|---|--|
| To show an understanding of principles drawn from law and psychology   | X | X |  |
| The ability to apply legal knowledge to practical problems of limited complexity in order to produce arguable solutions to concrete problems             |   | X |  |
| To demonstrate the flexibility of understanding required to recognize alternative conclusions to problems based upon an informed understanding           |   |   |  |
| To show a command of standard legal arguments and to demonstrate good written English communication skills and to be able to produce word processed text | 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 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.



## Part 4: Student Learning and Student Support

### 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.
  - **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



## Part 4: Student Learning and Student Support

### 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 at UWE has a distinctive **applied focus**, with a focus on the application of psychology in real world settings, which helps to foster in students a keen interest and engagement in the subject and primes them to think about the applicability of theory to context and the generalizability of research findings.
- The support for **student choice** is significantly distinctive. A module choice event is held early in the second semester to enable Level 2 students to make an informed and considered choice from the wide variety of optional modules available at Level 3. At this event students have the opportunity to talk to module leaders and to students currently studying the modules. A comprehensive module choice handbook is also provided. Students will also have regular opportunities to discuss their preferences and plans with their personal academic tutor. Additionally, at Level 3 students on the Social Sciences Project and Placement Module can choose any appropriate topic of study that suits their interests on consultation with their project supervisor
- The programme is distinctive through its commitment to **fostering ready and able graduates**, who are well-equipped for the world of work; this is accomplished by a compulsory placement module in Y2 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 through assessment. The need for proficiency and an emphasis on technology aided skills has been identified by the BPS and stakeholders and this feedback was used to inform the assessment strategy.

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. The focus is on assessments that link directly to employability relevant skills as well as assessments for learning of discipline content. Assessments are designed to achieve the learning outcomes for each module and this is described on the module specification. The range and progression of assessment methods are shown below

### Assessment Map

The programme encompasses a range of **assessment methods** including; ..... (*e.g. essays, posters, presentations, written examinations*). These are detailed in the following assessment map:



## Part 5: Assessment

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

|   |   | Type of Assessment* |                        |                       |                |                             |                                     |                    |                  |              |           |
|---|---|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
|   |   | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| <b>Law Modules:</b><br><i>Only Law Modules are shown.</i> |   |                     |                        |                       |                |                             |                                     |                    |                  |              |           |
| <b>Compulsory Modules Level 1</b>                         | <b>UJUUKV-30-1</b><br><i>Foundations for Law</i>                                      | A (30)              |                        |                       |                |                             |                                     |                    |                  |              | B (70)    |
|   | <b>UJUTD3-30-1</b><br><i>Criminal Law</i>   |                     | A (50)                 |                       |                |                             |                                     | B (40)             | B (10)           |              |           |
| <b>Optional Modules Level 2</b>                           | <b>USSJT4-30-2</b><br><i>Forensic Evidence</i>  | A (50)              |                        | B (25)                |                |                             |                                     | B (25)             |                  |              |           |
|   | <b>UJUUFJ-30-2</b><br><i>Migration Law and Policy</i>                                 | A (50)              |                        |                       |                |                             |                                     | B (50)             |                  |              |           |
|   | <b>UJUJH-30-2</b><br><i>Penology</i>  |                     |                        |                       |                |                             | A (30)                              | B (35)             |                  |              | B (35)    |
|   | <b>UJUJW-30-2</b><br><i>Sexual Offences and Offending: Criminal Justice Responses</i> | A (60)              |                        |                       |                |                             |                                     | B (40)             |                  |              |           |
|   | <b>UJUJG-30-2</b><br><i>Sports Law</i>  | A (50)              |                        |                       |                |                             | B (50)                              |                    |                  |              |           |
|   | <b>UJUUL5-30-2</b><br><i>Criminal Procedure and Punishment</i>                        |                     |                        |                       |                |                             | A (30)                              | B (70)             |                  |              |           |
|   | <b>UJUTD7-30-3</b><br><i>Criminal Justice</i>   | A (50)              |                        |                       |                |                             |                                     | B (50)             |                  |              |           |
| <b>Optional Modules Level 3</b>                           | <b>UJUTD8-30-3</b><br><i>Law of Evidence</i>  | A (50)              |                        |                       |                |                             |                                     | B (50)             |                  |              |           |
|   | <b>UJUTK7-30-3</b><br><i>Family Law</i>   | A (70)              |                        |                       |                |                             |                                     | B (30)             |                  |              |           |
|   | <b>UJUTA9-30-3</b><br><i>Gender and the Law</i>                                       | A (50)              |                        |                       |                |                             |                                     | B (50)             |                  |              |           |
|   | <b>UJUTNB-30-3</b><br><i>Medical Law and Practice</i>                                 |                     |                        |                       |                |                             | A (50)                              | B (50)             |                  |              |           |
|   | <b>UJUUL3-30-3</b><br><i>Information Technology Law</i>                               |                     |                        |                       |                |                             | A (40)                              | B (60)             |                  |              |           |
|   | <b>UJUUL4-30-3</b><br><i>Organized Crime and Criminal Justice</i>                     | A (50)              |                        |                       |                |                             |                                     | B (50)             |                  |              |           |

## 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         | NA  | NA  | NA   |
| Year 1 (Entry) | <p><u>Psychology Modules</u></p> <ul style="list-style-type: none"> <li>• <b>USPJLS-30-1</b><br/><i>Introduction to Psychology</i></li> <li>• <b>USPJL7-30-1</b><br/><i>Research Design &amp; Analysis 1</i></li> </ul> <p><u>Law Modules</u></p> <ul style="list-style-type: none"> <li>• <b>UJUUKV-30-1</b><br/><i>Foundations for Law</i></li> <li>• <b>UJUTD3-30-1</b><br/><i>Criminal Law</i></li> </ul>   | None  | <p><b>Cert HE Psychology with Law</b></p> <p><i>Credit Requirements</i><br/>120 credits of which not less than 100 credits are at level 1 or above</p> |
| Year 2         | <ul style="list-style-type: none"> <li>• <b>USPJLA-30-2</b><br/><i>Research Design &amp; Analysis 2</i></li> <li>• <b>USPSTX-30-2</b><br/><i>Identities in Psychology</i></li> <li>• <b>USPSTY-30-2</b><br/><i>Mind, Brain and Development</i></li> </ul>   | <p>30 credits from the following options</p> <p><u>Law Modules</u></p> <ul style="list-style-type: none"> <li>• <b>USSJT4-30-2</b><br/><i>Forensic Evidence</i></li> <li>• <b>UJUUFJ-30-2</b><br/><i>Migration Law and Policy</i></li> <li>• <b>UJUUJH-30-2</b><br/><i>Penology</i></li> <li>• <b>UJUUJW-30-2</b><br/><i>Sexual Offences and Offending : Criminal Justice Responses</i></li> <li>• <b>UJUUJG-30-2</b><br/><i>Sports Law</i></li> <li>• <b>UJUUL5-30-2</b><br/><i>Criminal Procedure and Punishment</i></li> </ul> | <p><b>Dip HE Psychology with Law</b></p> <p><i>Credit Requirements</i><br/>120 credits of which not less than 100 credits are at level 1 or above</p>  |
| Sandwich Year  | <p><b>Year Out:</b> Students opting for the Sandwich award are enrolled on the level 3 module Social Sciences Placement Year (<b>UZSY5D -15-3</b>). 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><b>USPSTS-30-3</b> <i>Psychology Project Module (30)</i></p>   | <p>Optional modules to a total of 60 credits</p> <ul style="list-style-type: none"> <li>• <b>USPK66-15-3</b><br/><i>Advanced Developmental</i></li> </ul>   |  |

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|  |  | <p><i>Psychology: Theory and Practice</i></p> <ul style="list-style-type: none"> <li>• <b>USPK69-15-3</b><br/><i>Applied Developmental Psychology</i></li> <li>• <b>USPKJJ-15-3</b><br/><i>Clinical Aspects of Mental Health</i></li> <li>• <b>USPK6P-15-3</b><br/><i>Cognitive Neuropsychology</i></li> <li>• <b>USPKJQ-15-3</b><br/><i>Constructing Gender in Society</i></li> <li>• <b>USPK6S-15-3</b><br/><i>Health Psychology in Practice</i></li> <li>• <b>USPKJM-15-3</b><br/><i>Human Sexuality</i></li> <li>• <b>USPKJN-15-3</b><br/><i>Methods in Neuroscience</i></li> <li>• <b>USPKJH-15-3</b><br/><i>Neurodevelopmental Disorders</i></li> <li>• <b>USPKJL-15-3</b><br/><i>Neurophysiology and Brain Imaging</i></li> <li>• <b>USPK6Q-15-3</b><br/><i>Principles of Counselling and Psychotherapy</i></li> <li>• <b>USPKJU-15-3</b><br/><i>Psychological Perspectives on Political Violence</i></li> <li>• <b>USPK6T-15-3</b><br/><i>Psychology and Social Justice</i></li> <li>• <b>USPSU3-15-3</b><br/><i>Psychology in the Community</i></li> <li>• <b>USPKJP-15-3</b><br/><i>Psychology of Addiction</i></li> <li>• <b>USPK68-15-3</b><br/><i>Psychology of Appearance and Embodiment</i></li> <li>• <b>USPKJK-15-3</b><br/><i>Psychology of Consciousness</i></li> <li>• <b>USPKJR-15-3</b><br/><i>Psychology of Sport and Exercise</i></li> <li>• <b>USPKJS-15-3</b><br/><i>Psychology of Work, Business and Organizations</i></li> <li>• <b>USPKJT-15-3</b><br/><i>Psychopharmacology</i></li> <li>• <b>USPK6W-15-3</b><br/><i>The Arts and Mental Health</i></li> </ul> | <p><b>BSc Psychology with Law</b><br/><i>Credit requirements 300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above.</i></p> <p><u>Target Award</u></p> <p><b>BSc (Hons) Psychology with Law</b><br/><i>Credit requirements 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above</i></p> |
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|  |  | <ul style="list-style-type: none"> <li>• <b>UZSY5D-15-3</b> Social Sciences Placement Year</li> </ul> <p><b>AND</b> 30 credits of the following</p> <p><u>Law Modules</u></p> <ul style="list-style-type: none"> <li>• <b>UJUTD7-30-3</b><br/><i>Criminal Justice</i></li> <li>• <b>UJUTD8-30-3</b><br/><i>Law of Evidence</i></li> <li>• <b>UJUTK7-30-3</b><br/><i>Family Law</i></li> <li>• <b>UJUTA9-30-3</b><br/><i>Gender and the Law</i></li> <li>• <b>UJUTNB-30-3</b><br/><i>Medical Law and Practice</i></li> <li>• <b>UJUUL3-30-3</b><br/><i>Information Technology Law</i></li> <li>• <b>UJUUL4-30-3</b><br/><i>Organized Crime and Criminal Justice</i></li> </ul> |  |
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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**.

|               |  |  |
|---------------|--|--|
| <b>Year 1</b> | <b>USPJLS-30-1</b> <i>Introduction to Psychology</i><br><b>UJUUKV-30-1</b> <i>Foundations for Law</i>                                      | <b>Cert HE Psychology with Law</b><br><i>Credit Requirements 120 credits of which not less than 100 credits are at level 1 or above</i>  |
| <b>Year 2</b> | <b>USPJL7-30-1</b> <i>Research Design and Analysis 1</i><br><b>UJUTD3-30-1</b> <i>Criminal Law</i>   |  |
| <b>Year 3</b> | <b>USPSTX-30-2</b> <i>Identities in Psychology</i><br><b>USPSTY-30-2</b> <i>Mind, Brain and Development</i>                                | <b>Dip HE Psychology with Law</b><br><i>Credit Requirements 120 credits of which not less than 100 credits are at level 1 or above</i>   |
| <b>Year 4</b> | <b>USPJLA-30-2</b> <i>Research Design and Analysis 2</i><br><b>Law Level 2 Option Module</b>   |  |
| <b>Year 5</b> | Optional modules to a total of 60 credits from the full list of Level 3 options  | <b>BSc Psychology with Law</b><br><i>Credit requirements 300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above.</i>   |
| <b>Year 6</b> | <b>USPSTS-30-3</b> <i>Psychology Project Module</i><br><br>Optional modules to a total of 30 credits from the full list of Level 3 options |  |
|               |  | <b>Target Award</b><br><b>BSc (Hons) Psychology with Law</b><br><i>Credit requirements 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above</i> |

**Part 7: Entry Requirements**

The University's Standard Entry Requirements 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 Law 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 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 an Academic Personal Tutor (APT) 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 program data/feedback and formulate/review action plans.

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|--|-----------------|---------|---|-----------------------------------|
| First CAP Approval Date                  |                 |         |   |                                   |
| Revision CAP Approval Date               | 17 January 2018 | Version | 4 | <a href="#">Link to RIA 12464</a> |
| Next Periodic Curriculum Review due date |                 |         |   |                                   |
| Date of last Periodic Curriculum Review  |                 |         |   |                                   |