

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BSc Hons
<b>4</b>	<b>Programme Titles</b>	Psychology Psychology with Professional Placement Psychology with Placement Year Psychology with Study Abroad Psychology with Study Abroad*
<b>5</b>	<b>UCAS/Programme Code</b>	C800 C801 1310U 1606U 1731U* *This is an inverted Study Abroad programme made available to those students unable to complete ISY3000 during 2020/21. Only these students will be allowed to undertake their Study Abroad year in 2021/22.
<b>6</b>	<b>Programme Accreditation</b>	British Psychological Society
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Psychology
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	July 2021

**10 Programme Aims**

The programme aims:

1. To provide undergraduate degree programmes that will enable our students to gain the Graduate Basis for Chartered Membership from the British Psychological Society.
2. To provide coherent and detailed knowledge and systematic understanding of the theoretical and empirical basis of the major areas of contemporary Psychology.
3. To provide coherent and detailed knowledge of and competence in the practical skills and quantitative methods needed to carry out psychological investigations and procedures.
4. To equip students to progress to professional training in Psychology or related programmes.
5. To develop students' intellectual and transferrable graduate skills relevant to work in a wide variety of careers.

**Additional for Placement:**

6. Provide students with the experience of seeking and securing a position with an employer.
7. Facilitate independent self-management and proactive interaction in a non-university setting.
8. Provide a period of practical work experience that will benefit current academic study and longer-term career plans.

9. Enable students to ethically apply their knowledge and skills in the workplace, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

## 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Psychology.

### Knowledge and Understanding

On completing the programme students should be able to demonstrate:

- A1 Knowledge and understanding of the basic processes, theories and research methods in the main areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Chartered Membership.
- A2 Knowledge and understanding of the core areas of psychology and their inter linkages, i.e. biological psychology, cognitive psychology, developmental psychology, social psychology, personality and individual differences, conceptual and historical issues, research methods.
- A3 Knowledge and understanding of research methods i.e. research design, the statistical analysis of data and issues concerning research ethics.

#### Additional for Psychology with Professional Placement:

- A4 Knowledge and understanding of the application of psychology within an applied setting

#### Additional for Psychology with Placement Year:

- A5 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.
- A6 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A7 Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A8 Relate their work-based learning to other areas of personal development, including academic performance.

### Teaching and Learning Methods

The primary method of imparting knowledge and understanding is lectures, supplemented by handouts and supported by tutorials and/or seminars, small group work (A1, A2), and practical classes and examples classes (A3). Students are encouraged to supplement taught material with independent reading and are provided with reading lists to guide them in this. Essay writing, practical report writing, practice at multiple choice questions, seminars, and individual supervision of a project aid the development of knowledge and understanding. Issues concerning research ethics (A3) are supported by a lecture, practical work and the project, which is subject to ethical assessment, and through explicit discussion in the Degree Programme Handbook.

#### Additional for Psychology Professional Placement:

A professional placement taken after Stage 2 aids the development of knowledge and understanding of the application of psychology within applied settings (A4).

### Assessment Strategy

Assessment is by means of formal unseen written examinations (essay, MCQs and short answers), course work and oral presentations. Some modules include coursework, essays

and practical reports which are assessed both formatively and summatively. Feedback on both form and content informs and encourages students' progress and self-monitoring.

**Additional for Psychology Professional Placement:**

The professional placement module is assessed by means of a poster presentation, reflective log, and supervisor reports.

**Intellectual Skills**

On completing the programme students should be able to:

- B1 Gather information from a variety of sources.
- B2 Understand and apply theoretical concepts.
- B3 Critically evaluate arguments and evidence.
- B4 Formulate and test hypotheses.
- B5 Understand and consider critical issues in psychology and articulate arguments and points of view in relation to these.

**Teaching and Learning Methods**

Initially, students are introduced to many of the principles underlying cognitive skills through the lectures, where the different views and critical issues surrounding particular areas of psychology are introduced. Following this, cognitive skills (B1-B5) are acquired further and developed through tutorials, seminars and small group work, coursework essays, practicals and statistics examples classes, project work and the completion of the professional placement. Specifically, some coursework encourages students to engage with adversarial viewpoints in order that critical thinking and evaluation is developed and assessed. Students will be encouraged to reflect on their skills development by the use of NU Reflect and the reflective log completed for the professional placement and/or the professional skills module.

**Assessment Strategy**

Cognitive skills (B1-B5) are assessed by essays, unseen written examinations, data interpretation and empirical design work in Stages 1 and 2 practicals, and the Stage 3 Project.

**Practical Skills**

On completing the programme students should be able to:

- C1 Understand and implement empirical design principles and identify appropriate research methods for the design of empirical studies.
- C2 Conduct statistical analyses and interpret data and findings.
- C3 Demonstrate numerical and graphical data presentation skills.
- C4 Use results to inform their understanding of psychology.

**Teaching and Learning Methods**

These skills (C1-C4) are taught by hands-on experience of the methods of research and scholarship including library skills training and statistics. Laboratory training begins in Stage 1 and continues in Stage 2 with more advanced data analysis and report writing. Students will be encouraged to record their practical skills development using NU Reflect. Practicals are used to develop research skills through the integration of research methodology and statistical techniques, and to prepare students for Stage 3 project work. Students review critically primary literature as a necessary component of their Empirical Project. Learning is also aided by discussions between students and their project supervisors.

<b>Assessment Strategy</b>
Assessment is by way of examination and coursework (C2) and practical reports and project report (C1-C4).
<b>Transferable/Key Skills</b>
On completing the programme students should have the ability to:
D1 Communicate effectively in writing and orally.
D2 Use library and other information sources effectively.
D3 Work both independently and as an effective member of a team.
D4 Take responsibility for their own learning, intellectual and transferable skills development.
D5 Effectively 'time-manage' allocated work of various nature, as well as the ability to schedule workloads effectively.
D6 Use computing and IT resources.
D7 Reflect on and manage own learning and development within the workplace.
D8 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
D9 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.
<b>Teaching and Learning Methods</b>
Communication skills (D1) are acquired and developed in tutorials, seminars, small group work and presentations, including the final year project presentation, and in essays, practical and project report writing. For some student skills will be developed further in the professional placement. The use of library and information searching skills (D2) are developed in essay, practical and project work. Teamwork, working independently and taking responsibility for their own learning (D3, D4) are skills that are acquired in the context of practical and project work and also by progression from a fairly structured course in Stages 1 and 2 to more independent learning in Stage 3. These skills will be developed further for those students taking professional placements. Time management skills (D5) are encouraged throughout the course by the requirement to meet regular coursework and other deadlines. Computing and IT skills (D6) are introduced in Stage 1 Induction Week, developed in specific modules and reinforced in many elements in each stage of the programme.
<b>Assessment Strategy</b>
Skills D1, D2 and D6 are assessed variously through essays, practical and project reports, tutorial and seminar discussions, and presentations, as well as in unseen written examinations. Skills D1-D5 are also assessed by means of in-course exercises. D6 is not assessed per se but is necessary for the student to achieve success over the three year period, and counselling in relation to this is provided where necessary by personal tutors.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

This is a three-year (BSc Psychology) or four-year (BSc Psychology with Professional Placement) full-time programme based on 30 weeks attendance per annum and accredited by the BPS. Modules to the value of 120 credits are taken in each year or stage, and 10 credits are equivalent to 100 hours of study time (contact time plus

private study time). Modules can vary in size, although the majority are worth either 10 or 20 credits. The third year of the four-year programme is comprised of a single 120 credit module involving a professional placement.

In Stage 1 all modules are compulsory. Stage 2 comprises 80 credits compulsory modules and 40 credits optional modules. Students may take up to 20 credits from Stage 2 modules offered by another unit. In Stage 3 the 3<sup>rd</sup> year project (30 credits) and Professionals Skills module (10 credits) are compulsory with a total of 80 credits from optional modules (students may take up to 20 credits from FHEQ level 5 or 6, non-psychology modules subject to approval of the DPD).

**Key features of the programme (including what makes the programme distinctive)**

Stage 1 provides a good introduction to a broad range of basic topics in Psychology and also gives guidance in the development of a range of key skills, including time management, memory techniques, organising knowledge, note-taking, reading styles (including speed-reading), creative use of IT and communication skills. Topics are taught in this Stage in order to introduce students to the variety of content and different methodologies of the subject, and to provide them with basic psychological principles, which are important to apply throughout the subject; this approach continues throughout the first year, although there is some development between semesters 1 and 2.

Stage 2 has four 10 credit lecture modules in the core areas of psychology and two 10 credit Research Methods modules, which provide a detailed and comprehensive approach to research methodology in conjunction with practical work. There is also a 10 credit advanced statistical techniques component which develops from Statistics modules at Stage 1 and is intended to underpin the statistics which will be necessary when the student undertakes their project in Stage 3. In addition, Stage 2 will further develop academic and professional skills in psychology, encouraging students to think critically about major issues, debates and current problems, practical issues in psychology and to record and reflect upon their skills development using NU Reflect. There are also optional psychology modules, with students able to take up to 20 credits from Stage 2 modules offered by another unit.

Following Stage 2 some students will be offered the opportunity to take a 32 week professional placement. This feature of the programme is what makes C801 distinctive. The placement provides psychology students with experience of applying psychological knowledge, for example within the NHS, within research laboratories, or within schools. Students will therefore graduate having gained experience of working in a relevant profession. Throughout the placement student will reflect upon their skills development and knowledge using NU Reflect, and they will produce a poster and reflective log about the placement experience.

If the student is taking a placement this will take place between Stages 2 and 3 of the programme.

Stage 3 allows for specialisation in a narrower range of topics and offers the opportunity to discover some of the latest work that is being carried out in the field. There are two compulsory modules, the Project (30 credits) and the Professional Skills module and then a range of optional 10 and 20 credit modules, which are chosen from a range which can include up to 20 credits from outside the degree structure.

In the Professional Skills module students are able to reflect on their academic and transferable skills development by keeping a reflective log using NU Reflect. In addition to academic skills, students are also encouraged to record skills gained from work experience. This reflective log serves as the assessment for the module but also makes students aware of their skills and helps to prepare them for the job application process.

The 30 credit project provides students with the opportunity to do a piece of research in an area, either of their own choosing or that is part of the current research programme of a

member of staff, and enables students to apply and develop the various skills of research methodology and statistical analysis acquired over the previous two years.

Lectures are supplemented by seminars. Course syllabuses are broad, reading lists detailed and extensive, and a great deal of responsibility is placed upon students to decide how to organise their learning, the scope and focus of their reading, and the nature of the practical work they undertake.

**Programme regulations (link to on-line version)**

[https://teaching.ncl.ac.uk/docs/regsdocs2021/documents/-RC800\\_1731U\\_vFinal.pdf](https://teaching.ncl.ac.uk/docs/regsdocs2021/documents/-RC800_1731U_vFinal.pdf)

**13 Support for Student Learning**

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

See Psychology Student Handbook for more detail

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

See Psychology Student Handbook for more detail

**15 Regulation of assessment**

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

See Psychology Student Handbook and Assessment Guide for more detail

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.