

**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 Joint Honours
<b>4</b>	<b>Programme Titles</b>	BSc Joint Honours in Psychology and Nutrition BSc Joint Honours in Psychology and Nutrition with Professional Placement BSc Joint Honours in Psychology and Nutrition with Placement Year BSc Joint Honours in Psychology and Nutrition with International Study Year
<b>5</b>	<b>UCAS/Programme Code</b>	C8B4* 1410U* 1148U* 1665U* *These programmes are withdrawn for entry.
<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>	February 2024

**10 Programme Aims**

The programme aims:

1. To provide a multi-disciplinary, scientific degree which integrates theoretical and practical elements relevant to employment opportunities.
2. To provide knowledge and understanding of the theoretical and empirical basis of Psychology and Nutrition.
3. To provide students with the opportunity to gain the Graduate Basis for Chartered Membership from the British Psychological Society.
4. To develop students' key intellectual and transferrable graduate skills relevant to work in a wide variety of careers that will enhance their employability.

**Additional for Professional Placement/Placement Year:**

5. Provide students with the experience of seeking and securing a position with an employer.
6. Facilitate independent self-management and proactive interaction in a non-university setting.
7. Provide a period of practical work experience that will enhance employability.
8. Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

**Additional for Study Abroad:**

9. To cultivate intercultural competence and global citizenship through studying in a different culture and learning environment.

**11 Learning Outcomes**

The programme provides opportunities for students to develop, integrate, practice, and demonstrate knowledge and understanding of psychology- and nutrition-based science disciplines.

**Knowledge and Understanding**

On completing the programme students should be able to demonstrate:

- A1 Knowledge and understanding of the key aspects of two disciplines to a depth equivalent to that expected at level 6 of the FHEQ.
- A2 Knowledge and understanding of the basic processes, theories, and quantitative and qualitative research methods in the core areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Chartered Membership.
- A3 Knowledge and understanding of the basic processes, theories, and research methods in core areas of Nutrition.
- A4 Knowledge, understanding, and the general intellectual development required to make them employable in a wide variety of careers.

**Additional for Professional Placement/Placement Year:**

- A5 Apply knowledge and understanding of the application of psychology OR nutrition within an applied setting.
- A6 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.
- A7 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A8 Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A9 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 additional online resources, where appropriate, and supported by tutorials and/or seminars, small group work, practical classes. Students are supported through the university's virtual learning environment, Canvas, as well as the lecture recording system ReCap. Students are encouraged to supplement taught material with independent reading and are provided with reading lists to guide them. Essay writing, practical report writing, practice at multiple choice questions, seminars, and individual supervision of a project aid the development of knowledge and understanding.

**Additional for Professional Placement/Placement Year:**

A placement taken after Stage 2 aids the development of knowledge and understanding of the application of psychology OR nutrition within applied settings.

<b>Assessment Strategy</b>
<p>Assessment is by means of formal unseen written examinations (essays, 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.</p> <p><b>Additional for Professional Placement/Placement Year:</b> The placement module is assessed by means of a poster presentation, reflective log, and supervisor reports/evaluation.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p>B1 Gather information from a variety of sources.</p> <p>B2 Understand and apply theoretical concepts.</p> <p>B3 Critically evaluate arguments and evidence.</p> <p>B4 Formulate hypotheses and design, execute and analyse data for a range of methods including lab-based studies.</p> <p>B5 Understand and consider critical issues in both subject areas and articulate arguments and points of view in relation to these.</p>
<b>Teaching and Learning Methods</b>
<p>Initially, key skills are introduced to Joint Honours students in a Stage 1 module designed for this purpose. Intellectual skills (B1-B5) are introduced through lectures, where views and critical issues surrounding particular topics are introduced. Following this, skills are acquired further and developed through tutorials, seminars and small group work, coursework essays, practicals and statistics classes, project work, and if applicable the completion of a placement. Students are also encouraged to reflect on their skills development by the use of NU Reflect and a reflective log completed for the professional placement and/or the psychological literacy and professional skills module in Stage 3.</p>
<b>Assessment Strategy</b>
<p>Intellectual skills (B1-B5) are assessed by essays, unseen written examinations, data interpretation and empirical design work in Stages 1 and 2, and the Stage 3 Empirical Project.</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 Understand and implement empirical design principles and identify appropriate quantitative and qualitative research methods for the design of empirical studies in their subject areas.</p> <p>C2 Conduct statistical analyses and interpret data and findings.</p> <p>C3 Demonstrate numerical and graphical data presentation skills.</p>
<b>Teaching and Learning Methods</b>
<p>Practical skills (C1-C3) are taught by hands-on experience of the methods of research and scholarship. Laboratory training begins in Stage 1 and continues in Stage 2 with more advanced data analysis and report writing. Students are 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 their Stage 3 project work.</p>

<b>Assessment Strategy</b>
Assessment is by way of examination, coursework, practical reports and project work.

<b>Transferable/Key Skills</b>
<p>On completing the programme, students should be able to:</p> <p>D1 Communicate effectively in writing and orally.</p> <p>D2 Use library and other information sources effectively.</p> <p>D3 Work both independently and as an effective member of a team.</p> <p>D4 Take responsibility for their own learning, intellectual, practical, and transferable skills development.</p> <p>D5 Effectively 'time-manage' allocated work of various nature, as well as the ability to schedule workloads effectively.</p> <p>D6 Use computing and IT resources effectively.</p> <p>D7 Demonstrate a high level of numeracy.</p> <p><b>Additional for Professional Placement/ Placement Year:</b></p> <p>D8 Reflect on and manage own learning and development within the workplace.</p> <p>D9 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.</p> <p>D10 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.</p>
<b>Teaching and Learning Methods</b>
<p>Communication skills are acquired and developed in tutorials, seminars, small group work and presentations, including the final-year project presentation in psychology, and in essays, and report writing. For some students, communication skills will be developed further in the professional placement. The use of library and information searching skills are developed in essays, practicals, and project work. Teamwork, working independently and taking responsibility for learning 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 and scheduling are encouraged throughout the course by the requirement to meet regular coursework and other deadlines. Computing and IT skills are introduced in Stage 1, Induction Week, developed in specific modules and reinforced in many elements in each stage of the programme. Students' numeracy development is supported in research methods and statistics modules.</p>
<b>Assessment Strategy</b>
<p>Transferable skills are assessed through essays, practical and project reports, tutorial and seminar discussions, and oral presentations, as well as in unseen written examinations. Using Computing and IT resources are not assessed per se, but are 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.</p>

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

This is a three-year (BSc Joint Honours in Psychology and Nutrition) or four-year (with Professional Placement or With Placement Year) full-time programme based on 30 weeks attendance per annum and accredited by the British Psychological Society, provided 60 credits of Psychology modules are taken in each year of study (excluding any of the optional Placement years)

Modules to the value of 120 credits are taken in each year or stage, and 10 credits are equivalent to 100 hours of studying (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 comprises a single 120 credit module involving a professional placement/ placement year.

In Stage 1 and Stage 2 all modules are compulsory. In Stage 3 the 3<sup>rd</sup> year project (30 credits), Psychological Literacy and Professionals Skills (10 credits) are compulsory in Psychology, along with two 20-credit modules in Nutrition (Nutrition in Health and Disease and Advanced Nutrient Metabolism and Requirements). A further 40 credits are taken from optional Nutrition and Psychology modules.

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

Students study two subject areas, and the award is still accredited by the British Psychological Society. An additional key feature is the opportunity to take a year- long placement. Students are also given the opportunity to apply for the Association of Nutrition (AfN) accreditation using a portfolio system.

Stage 1 provides a good introduction to a broad range of basic topics in both subject areas and also gives guidance in the development of a range of key skills. Topics and skills are covered in more depth at Stage 2. Research Methods and Statistics are also taught at both these stages.

Following successful completion of Stage 2, students can apply to undertake a 32-week Professional Placement, a career service placement or a study abroad year. A placement in particular is what makes the programme distinctive. A placement provides joint honours students either with experience of applying psychological knowledge, for example within the NHS, or within research laboratories; or they get an opportunity to apply their knowledge of nutrition in an appropriate applied setting. Students will therefore graduate having gained experience of working in a relevant profession. For those completing a study abroad year, they gain experience of adapting to live and study in a different country whilst continuing to develop their knowledge understanding and skills.

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 each field. The empirical project provides students with the opportunity to do a piece of research in an area 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. In the Psychological Literacy & Professional Skills module students 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 any work experiences. 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. Practice-based nutrition skills are taught in state-of-art facilities opened in 2021.

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

[RC8B4, 1148U, 1410U, 1665U 2425 vFinal.pdf](#)

**13 Support for Student Learning**

[qsh\\_progspec\\_generic\\_info.docx](#)

See Psychology Student Handbook for more detail

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

[qsh\\_progspec\\_generic\\_info.docx](#)

See Psychology Student Handbook for more detail

**15 Regulation of assessment**

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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.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules- Nutrition

Compulsory modules are indicated in bold

Intended Learning Outcome	Module codes
A1 Knowledge and understanding of the key aspects of two disciplines to a depth equivalent to that expected at level 6 of the FHEQ.	<b>All modules</b>
A2 <b>Knowledge and understanding of the basic processes, theories, and quantitative and qualitative research methods in the core areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Chartered Membership.</b>	N/A
A3 Knowledge and understanding of the basic processes, theories, and research methods in core areas of Nutrition	<b>NUT3009, NUT3011.</b>
A4 Knowledge, understanding, and the general intellectual development required to make them employable in a wide variety of careers.	N/A
A5 Apply knowledge and understanding of the application of nutrition within an applied setting	<b>NUT3030.</b>
A6 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.	<b>NUT3030.</b>
A7 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.	<b>NUT3030.</b>
A8 Demonstrate an understanding of a work environment, how it functions and their contribution to it.	<b>NUT3030</b>
A9 Relate their work based learning to other areas of personal development, including academic performance.	<b>NUT3030</b>
B1 Gather information from a variety of sources.	<b>All modules.</b>
B2 Understand and apply theoretical concepts.	<b>All modules.</b>
B3 Critically evaluate arguments and evidence.	<b>All modules.</b>
B4 Formulate hypotheses and design, execute and analyse data for a range of methods including lab-based studies.	<b>NUT3009, NUT3011.</b>
B5 Understand and consider critical issues in their subject areas and articulate arguments and points of view in relation to these.	<b>All modules, especially NUT3009.</b>

C1	Understand and implement empirical design principles and identify appropriate quantitative and qualitative research methods for the design of empirical studies in their subject areas.	NUT3004, <b>NUT3009</b> .
C2	Conduct statistical analyses and interpret data and findings.	N/A
C3	Demonstrate numerical and graphical data presentation skills.	<b>NUT3011</b> .
D1	Communicate effectively in writing and orally.	<b>NUT3011, NUT3004</b> .
D2	Use library and other information sources effectively.	NUT3004.
D3	Work both independently and as an effective member of a team.	N/A
D4	Take responsibility for their own learning, intellectual, practical and transferable skills development.	Induction and throughout the programme, particularly NUT3004.
D5	Effectively 'time-manage' allocated work of various nature, as well as the ability to schedule workloads effectively.	Most modules.
D6	Use computing and IT resources effectively.	All modules.
D7	Demonstrate a high level of numeracy	<b>N/A</b>
D8	Reflect on and manage own learning and development within the workplace.	<b>NUT3030</b>
D9	Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.	<b>NUT3030</b>
D10	Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.	<b>NUT3030</b>

### Mapping of Intended Learning Outcomes onto Curriculum/Modules- Psychology

Development of specific Intended Learning Outcomes occurs through the following modules (compulsory modules in bold text, optional modules in normal, italic text)

	Statement of intended learning outcome	Modules contributing to the outcome
A1	Knowledge and understanding of the key aspects of two disciplines to a depth equivalent to that expected at level 6 of the FHEQ.	All modules.
A2	Knowledge and understanding of the basic processes, theories, and quantitative and qualitative research methods in the core areas of Psychology and Nutrition which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Chartered Membership.	All PSY modules.
A3	Knowledge and understanding of the basic processes, theories, and research methods in core areas of Nutrition	N/A



A4	Knowledge, understanding, and the general intellectual development required to make them employable in a wide variety of careers.	<b>PSY3097, PSY3048.</b>  It should be noted that all modules aim to develop these skills through research-led teaching.
A5	Knowledge and understanding of the application of psychology within an applied setting.	<b>PSY3000</b>
A6	Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.	<b>NCL3000</b>
A7	Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.	<b>NCL3000</b>
A8	Demonstrate an understanding of a work environment, how it functions and their contribution to it.	<b>NCL3000</b>
A9	Relate their work based learning to other areas of personal development, including academic performance.	<b>NCL3000</b>
B1	Gather information from a variety of sources	All modules.
B2	Understand and apply theoretical concepts.	All modules.
B3	Critically evaluate arguments and evidence.	All modules.
B4	Formulate hypotheses and design, execute and analyse data for a range of methods including lab-based studies	<b>PSY3097.</b>  It should be noted that all modules aim to develop these skills through research-led teaching.
B5	Understand and consider critical issues in their subject areas and articulate arguments and points of view in relation to these.	All modules With specific emphasis on this skill in & <b>PSY3029.</b>
C1	Understand and implement empirical design principles and identify appropriate quantitative and qualitative research methods for the design of empirical studies in their subject areas.	PSY3048, <b>PSY3097.</b> It should be noted that all modules aim to develop these skills through research-led teaching.
C2	Conduct statistical analyses and interpret data and findings	<b>PSY3097.</b>
C3	Demonstrate numerical and graphical data presentation skills.	PSY3048, <b>PSY3097.</b>
D1	Communicate effectively in writing and orally.	All PSY modules.
D2	Use library and other information sources effectively.	All PSY modules.
D3	Work both independently and as an effective member of a team.	All PSY modules.
D4	Take responsibility for their own learning, intellectual, practical, and transferable skills development.	All modules with specific focus on this skill development in <b>PSY3029, PSY3097.</b>

D5	Effectively time-manage allocated work of various nature, as well as the ability to schedule work-loads effectively.	All PSY modules, but particularly in <b>PSY3097</b> .
D6	The ability to use computing and IT resources effectively.	All PSY modules, but particularly in <b>PSY3029, PSY3097</b> .
D7	Demonstrate a high level of numeracy	All modules with specific focus on this skill development in <b>PSY3029</b> .
D8	Reflect on and manage own learning and development within the workplace.	<b>PSY3000</b> <b>NCL3000</b>
D9	Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.	<b>PSY3000</b> <b>NCL3000</b>
D10	Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.	<b>PSY3000</b> <b>NCL3000</b>