PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BSc Joint Honours
4	**Programme Titles**	BSc Joint Honours in Psychology and Mathematics BSc Joint Honours in Psychology and Mathematics with Professional Placement BSc Joint Honours in Psychology and Mathematics with Placement Year BSc Joint Honours in Psychology and Mathematics with International Study Year
5	**UCAS/Programme Code**	C8G1* 1427U* 1137U* 1664U* *These programmes are withdrawn for 2025/26 entry.
6	**Programme Accreditation**	British Psychological Society
7	**QAA Subject Benchmark(s)**	Psychology
8	**FHEQ Level**	6
9	**Date written/revised**	February 2026

10 Programme Aims

The programme aims:

1. To provide knowledge and understanding of the theoretical and empirical basis of the core areas of Psychology and knowledge of the fundamental aspects of mathematics and statistics or applied mathematics.

2. To provide students with the opportunity to gain the Graduate Basis for Chartered Membership from the British Psychological Society.

3. To develop students' intellectual and transferrable graduate skills relevant to work in a wide variety of careers.

Additional for Placement Year:

4. Provide students with the experience of seeking and securing a position with an employer.
5. Facilitate independent self-management and proactive interaction in a non-university setting.
6. Provide a period of practical work experience that will enhance employability.
7. 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.

Additional for International Study Year:

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

9. Study a broader range of modules than available in the standard-length degree

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 Mathematics and Statistics and Psychology.

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 key 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.

A3 Knowledge and understanding of analytical techniques and an intellectual development required to make them employable in a wide variety of careers.

Additional for Professional Placement/Placement Year:

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

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 supported by tutorials and/or seminars, small group work, and practical and problem classes. Students are encouraged to supplement taught material with independent reading and are provided with reading lists to guide them in this, and additional online resources, where appropriate. 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 professional placement taken after Stage 2 aids the development of knowledge and understanding of the application of psychology within applied settings.

Assessment Strategy

Assessment is by means of formal unseen written examinations (math problems, 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.

Additional for Professional Placement/Placement Year

The 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 and solve problems.

B5 Understand and consider critical issues in their subject areas and articulate arguments and points of view in relation to these.

B6 Present data in an understandable way.

B7 Interpret data.

Teaching and Learning Methods

Key skills are introduced to Joint Honours students in a Stage 1 module designed for this purpose. Intellectual skills 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 & professional skills module in Stage 3. Regular drop-in sessions are used for Maths in all stages to give students the opportunity to ask questions about exercises and clarify issues arising from Lectures.

Assessment Strategy

B1-B7 are assessed by essays, unseen written examinations, data interpretation and empirical design work in Stages 1 and 2, and the Stage 3 Empirical Project. In-course tests and coursework assignments are used in Maths to allow students to test and develop their skills.

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 in their subject areas.

C2 Conduct quantitative and qualitative analyses and interpret data and findings.

C3 Demonstrate numerical and graphical data presentation skills.

C4 Use programming languages such as Python or R to solve mathematical or statistical problems respectively.

Teaching and Learning Methods

Practical skills (C1-C4) 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 Stage 3 project work. Computer clusters are used to introduce students to computer packages (Python or R).

Assessment Strategy

Assessment is by way of examination, coursework, practical reports and project work.

Transferable/Key Skills

On completing the programme, students should be able 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, practical, 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 Demonstrate a high level of numeracy and computer literacy.

Additional for Professional Placement/ Placement Year:

D8 Reflect on and manage own learning and development within the workplace.

D9 Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.

D10 Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

Teaching and Learning Methods

Communication skills are acquired and developed in tutorials, seminars, small group work and oral presentations, including the final year project presentation in psychology, and in essays, and report writing. 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. 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 developed in specific modules and reinforced in many elements in each stage of the programme. Students' numeracy development is supported in several modules, and by weekly or fortnightly exercises in Mathematics. Further support is available through drop-in sessions. For some students, these skills are developed further for those students taking professional placements.

Assessment Strategy

Transferable skills are assessed variously through essays, practical and project reports, tutorial and seminar discussions, and presentations, as well as in unseen written examinations. Using Computing and IT resources 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. Most modules in Mathematics involve exercises which improve numeracy. Skills D8-10 are assessed by a poster presentation, a written reflective log, and supervisor (employer) evaluation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a three-year (BSc Joint Honours in Psychology and Mathematics) or four-year (with Professional Placement, With Placement Year and International Study 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 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 programmes are comprised of a single 120 credit module involving a professional placement/ placement year.

In Stage 1 all modules are compulsory. Stage 2 comprises 100 credits of compulsory modules for all students plus 20 of credits of compulsory modules specifically designed for the Applied Mathematics Pathway and Statistics Pathway respectively. In Stage 3 the 3rd year project (30 credits) and Psychological Literacy & Professional Skills Module (10 credits) are compulsory in Psychology, as is a 20-credit compulsory module specifically designed for the Applied Mathematics Pathway (Methods for Differential Equation & Partial Differential Equations and for the Statistics Pathway (Linear and Generalised Linear Models). In addition, students can choose a further 60 credits of optional modules, this consists of 20 credits from Psychology modules and 40 credits from Applied Mathematics or Statistics 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. Additional key features are the diversity of choice offered to students and the opportunity for students to take a year-long placement.

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 for Psychology are also taught at both these stages.

Following successful completion of Stage 2, students can apply to undertake a professional placement, a placement year, or study abroad. The professional placement in particular is what makes the programme distinctive. The placement provides joint honours 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. 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 the field. Compulsory modules in psychology include the Empirical Project (30 credits) and the Psychological Literacy & Professional Skills module (10 credits). The project provides students with the opportunity to do 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 analyses acquired over the previous two years. 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 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. The choice of one of two math pathways allows students to specialise in either Applied Mathematics or Statistics.

Programme regulations (link to on-line version)

-RC8G1, 1137U, 1427U, 1664U_2627_vFinal.pdf

13 Support for Student Learning
General Information See Psychology Student Handbook for more detail

14 Methods for evaluating and improving the quality and standards of teaching and learning
General Information See Psychology Student Handbook for more detail

16 Regulation of assessment
General Information 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: University Regulations

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules- Mathematics

		Intended Learning Outcomes			
Module	**Type**	**A**	**B**	**C**	**D**
Stage 1					
MAS1612	Core/compulsory	3	2		4,5,7
MAS1610	Core/compulsory	3	2		4,5,7
MAS1613	Core/compulsory	3	2		4,5,7
MAS1616	Core/compulsory	3	2,4		4,5,7
Stage 2					
MSP2801	Compulsory	3	2	3	4,5,7
MSP2803	Compulsory for Applied Maths Pathway	3	2	3	4,5,7
MAS2806	Compulsory for Applied Maths Pathway	3	2,7	2,3,4	4,5,6,7
MAS2901	Compulsory	3	2,3	2	4,5,6,7
MAS2910	Compulsory	3	2,3,4,7	2,3,4	4,5,6,7
NCL3000	Compulsory for Programme with Placement Year only	5-8			
Stage 3					
MSP3801	Compulsory for Applied Maths Pathway	3	2	3	4,5,7
MSP3803	Optional	3	2,3	3	4,5,7
MAS3804	Optional	3	2,3	3	4,5,7
MSP2815	Compulsory for Applied Maths Pathway	3	2,3	3	4,5,7
MSP3808	Optional	3	2,3	3	4,5,7
MSP3809	Optional	3	2,3	3	4,5,7
MAS3923	Compulsory for Stats Pathway	3	2,3,4,7	2,3,4	4,5,6,7
MAS3904	Optional	3	2,4	2,3,4	4,5,6,7
MAS3928	Compulsory for Stats Pathway	3	2,4	2,3,4	4,5,6,7

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 key 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.	All PSY modules
A3	Knowledge and understanding of analytical techniques and an intellectual development required to make them employable in a wide variety of careers.	**PSY1012, PSY1014, PSY2024, PSY2025, PSY3097***, PSY3055.* It should be noted that all modules aim to develop these skills through research-led teaching
A4	Knowledge and understanding of the application of psychology within an applied setting.	**PSY3000**
A5	Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.	**NCL3000**
A6	Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.	**NCL3000**
A7	Demonstrate an understanding of a work environment, how it functions and their contribution to it.	**NCL3000**
A8	Relate their work-based learning to other areas of personal development, including academic performance.	**NCL3000**
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 and test hypotheses and solve problems.	**PSY1012,PSY1014, PSY2024, PSY2025, PSY3097.** 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 **PSY1012 & PSY3029**

C1	Understand and implement empirical design principles and identify appropriate research methods for the design of empirical studies in their subject areas.	**PSY1012, PSY2024, PSY2025,** PSY3055, **PSY3097** It should be noted that all modules aim to develop these skills through research-led teaching
C2	Conduct quantitative and qualitative analyses and interpret data and findings	**PSY1012, PSY1014, PSY2024, PSY2025, PSY3097**
C3	Demonstrate numerical and graphical data presentation skills.	**PSY1012, PSY1014, PSY2024, PSY2025,** *PSY3055,* **PSY3097** It should be noted that all modules aim to develop these skills through research-led teaching
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 **PSY1012, PSY3029, PSY3097**
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 **PSY3097**
D6	The ability to use computing and IT resources.	All PSY modules, but particularly in **PSY1012, PSY1014, PSY2024, PSY2025, PSY3029***,* **PSY3097**
D7	Demonstrate a high level of numeracy and computer literacy	All modules with specific focus on this skill development in **PSY1012, PSY3029**
D8	Reflect on and manage own learning and development within the workplace.	**PSY3000** **NCL3000**
D9	Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.	**PSY3000** **NCL3000**
D10	Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.	**PSY3000** **NCL3000**