

PROGRAMME SPECIFICATION: BSc Psychological Studies

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| 1 Awarding institution/body | University of Worcester |
| 2 Teaching institution | Gloucestershire College (Level 4) Gloucestershire College (Levels 5) University of Worcester (Level 6) |
| 3 Programme accredited by | – None |
| 4 Final award | BSc (Hons) |
| 5 Programme title | Psychological Studies |
| 6 Pathways available | Single |
| 7 Mode and/or site of delivery | Taught programme. Levels 4 & 5 are available through part-time provision at Gloucestershire College only. Level 6 is available through part-time provision at University of Worcester only. |
| 8 Mode of attendance | Part-time |
| 9 UCAS Code | C800 |
| 10 Subject /Professional Benchmark statements | QAA Benchmark Statement, 2007. |
| 11 Date of Programme Specification preparation/revision | September 2010 |
| 12 Educational aims of the programme | <p>The Educational Aims of the Course are based on the principles of the QAA Benchmark Statement, 2007. These are to:</p> <ol style="list-style-type: none"> 1. Facilitate the general theoretical exploration of the complex interaction between mind, brain, behaviour and experience; 2. Develop knowledge of major psychological theories and present multiple perspectives in a manner that encourages their critical evaluation; 3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals; 4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge; 5. Facilitate the acquisition of knowledge and skills in a range of research methods, emphasising qualitative approaches to analysis .Providing skills and techniques, leading to the ability to conduct research independently; 6. Provide appropriate learning experiences to ensure the development of a range of transferable skills; 7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student |

experience in order to meet the diverse needs of students, employers and society

13 Intended learning outcomes and learning, teaching and assessment methods

The Intended Learning Outcomes of the Course are commensurate with the following frameworks: QAA Benchmark Statement, 2007; The Framework for Higher Education Qualifications (FHEQ) [FHEQ](#) ; The University of Worcester Strategic Plan 2007-2012; the new Undergraduate Regulatory Framework (2007) [Framework 2007](#) ; the Curriculum Design Policy (2007) [Curriculum Design Policy](#) ; the Learning, Teaching and Assessment Strategy 2006/7-2008/9 [Strategy document](#) (previous strategy 2002-2005 [Learning and teaching Strategy](#)); and, a range of other University-wide strategies and policies relating to Equal Opportunities [University of Worcester - Equal Opportunities](#)), and the development of an e-learning strategy [E-Learning](#)

The Course uses a set of 11 Intended Learning Outcomes shaped by the above frameworks, and the Outcomes most closely resemble the QAA Benchmark Statement, 2007. Also, based on guidance in the QAA Benchmark Statement 2007 for Psychology, the Outcomes show subject knowledge and understanding, subject specific and generic skills combined because these skills are inter-related (2007). The 11 Intended Learning Outcomes shown below.

On successful completion of the course, students should be able to:

1. Understand the historical and scientific origins and limitations of psychology as a discipline;
2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on psychological debates by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;
3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;
6. Demonstrate substantial and competent research skills through the appropriate use of research paradigms, and a range of research methods (focussing on qualitative analysis) and measurement techniques.
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology specifically;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey

ideas and research findings;

10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work.

The 11 Intended Learning Outcomes map onto the QAA Benchmark Statement, 2007. A grid showing this mapping, along with how these Intended Learning Outcomes are placed across the modules in the course, can be found in the ANNEX.

14 Assessment Strategy

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in psychology and provide evidence of the students' progress and achievement throughout the course, and prepare students for a range of careers. Both formal (summative) and informal developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, presentations, research reports, examinations, weblogs, posters, group presentations, and research proposals. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study.

Formative assessment is an important feature of the assessment methods of the course (see **13**). These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students learning experiences are enhanced as they work towards achieving the learning outcomes of a module as measured in the formal summative assessments.

15 Programme structures and requirements

The BSc Psychological Studies builds on the student's successful completion of Level 4 BSc Psychology at Gloucestershire College. Students who have successfully completed Level 4 BSc Psychology at Gloucestershire College can choose to either:

1. Transfer to University of Worcester to complete the BPS Accredited BSc Psychology Programme.
2. Continue at Gloucestershire College to complete level 5 of the non BPS Accredited BSc Psychological Studies Programme, before transferring to University of Worcester to complete level 6 of the Non BPS Accredited Psychological Studies Programme.

The Award Maps for are in the ANNEX to this Programme Specification

16 QAA Academic Infrastructure

Section 13 of this Programme Specification describes the range of external and internal frameworks that shape the Aims and Intended Learning Outcomes of the programme.

17 Support for students

The learning, teaching and assessment methods of the Course provide students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment or VLE). Furthermore, library induction and information skills packages are available throughout the course. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

The course has an emphasis on employability across the programme and students are actively encouraged to consider their future career and their employability skills within the course.

The normal support offered to Undergraduate students, including attendance at the standard Induction Programme and the other support strategies outlined below, is intended to provide a supporting infrastructure appropriate for students. This includes measures to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction and ice breaking session
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Support meetings / seminars and to discuss a range of pastoral, career and study skills issues
- A dedicated Blackboard discussion facility

The Psychological Studies programme makes considerable use of Blackboard, the virtual learning environment of the University. This is an invaluable resource, and fully integrated into modules across the course. Blackboard also ensures that students studying at Gloucestershire College have access to the same resources and support as those studying at the University of Worcester campus. The Gloucestershire College provision is different from that at the University of Worcester campus in ways that are planned: this provision is part-time and delivered in the evenings only, thus enabling students to continue working whilst completing their degree.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on

individual need and works with disabled students to allow them to manage their own learning development

18 Admissions policy, criteria and procedures

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Part-time applicants apply directly to University of Worcester (UW)

19 Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the Subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject staff/student committee considers student and staff feedback on modules;
- Peer observation of teaching;
- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society, Learning and Teaching Group;

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which

are detailed in the module specifications.

- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

The following awards will be available to students who meet the following requirements:

| Award | Requirement |
|----------------------|--|
| CertHE | Passed 120 credits at Level 4 or higher |
| DipHE | Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher |
| Degree (non-honours) | Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6 |
| Degree with honours | Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6 |

including 30 credits from the Independent Study

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the [University Assessment Policy](#). In addition to using the University of Worcester Assessment Policy for the internal and external verification and moderation of marking, the course uses a robust procedure for the moderation and marking of student work (see Psychology Student Handbook). This system is especially important because of the diversity of assessments used:

21 Indicators of quality and standards

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for supporting students on the course to ensure they have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities & Links with Employers

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students. The Subject prepares students for

careers in the following areas:

- research;
- other postgraduate study (e.g. PGCE);
- police force at graduate level;
- a range of caring professions (e.g. nursing, social work);
- general graduate careers.

The postgraduate provision in Psychology at the University of Worcester now enables student's to progress with their studies whilst remaining at the University. For example, in addition to offering postgraduate studentships, and full and part-time research degree, students can study for a taught masters in Issues in Applied Psychology.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- On the University of Worcester and Institute of Health, Social Care & Psychology websites <http://www.worc.ac.uk/courses/464.html>
- The University of Worcester Prospectus and marketing leaflets
- University of Worcester SOLE page
- Blackboard
- The Course Handbook

ANNEX

Award Maps for BSc Psychological studies.

AWARD MAP FOR A SINGLE HONOURS AWARD

Title: BSc Psychological Studies Level 4 – Completed at Gloucestershire College

Year: 2009

| LEVEL 4 | | | | | | | |
|-------------|---------------------------------|------------------|---------------------------------------|-------|-------|-------|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional(O)) | | | | Prerequisites (Code of Module required) |
| | | | Single Hons | Major | Joint | Minor | |
| Psyc 1401 | Introduction to Psychology 1 | 15 | M | | | | None |
| Psyc 1403 | Research Methods 1 | 15 | M | | | | None |
| Psyc 1405 | Studying Psychology | 15 | M | | | | None |
| Psyc 1406 | Psychology in the Real World | 15 | M | | | | None |
| Psyc 1408 | Critical Thinking in Psychology | 15 | M | | | | None |
| Psyc 1404 | Research Methods 2 | 15 | M | | | | None |
| Psyc 1407 | Psychology and Popular Culture | 15 | M | | | | None |
| Psyc 1402 | Introduction to Psychology 2 | 15 | M | | | | None |
| | | | | | | | |

Single Honours Requirements at Level 4

Single Honours students must take the 8 Mandatory modules

Students who have successfully completed Level 4 BSc Psychology at Gloucestershire College can choose to either:

1. Transfer to University of Worcester to complete the BPS Accredited BSc Psychology Programme.
2. Continue at Gloucestershire College to complete level 5 of the non BPS Accredited BSc Psychological Studies Programme, before transferring to University of Worcester to complete level 6 of the Non BPS Accredited Psychological Studies Programme.

Title: BSc Psychological Studies Level 5 – Completed at Gloucestershire College

| LEVEL 5 | | | | | | | |
|--------------------|-------------------------------------|-------------------------|--|--------------|--------------|--------------|--|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional(O)) | | | | Prerequisites (Code of Module required) |
| | | | Single Hons | Major | Joint | Minor | |
| Psyc 2060 | Social Psychology | 15 | M | | | | None |
| Psyc 2504 | Developmental Psychology | 15 | M | | | | None |
| Psyc 2510 | Undertaking Qualitative Research | 15 | M | | | | Psyc 1404 |
| Psyc 2061 | Individual Differences | 15 | M | | | | None |
| Psyc 2509 | Work Based Module | 15 | M | | | | None |
| Psyc 2511 | Introduction to Counselling | 15 | M | | | | None |
| Psyc 2512 | Introduction to Clinical Psychology | 15 | M | | | | None |
| Psyc 2513 | Positive Psychology | 15 | M | | | | None |
| | | | | | | | |

Single Honours Requirements at Level 5

Students must take the 8 Mandatory modules

Title: BSc Psychological Studies Level 6 – Completed at University of Worcester

| LEVEL 6 | | Status (Mandatory (M) or Optional(O)) | | | | | Prerequisites (Code of Module required) |
|------------------------|---------------------------|---------------------------------------|-------------|-------|-------|-------|--|
| Module Code | Module Title | Credits (Number) | Single Hons | Major | Joint | Minor | |
| PSYC 3001 or PSYC 3002 | Independent Study | 30 | M | | | | PSYC1404 AND 2503 |
| PSYC 3603 | Applied child development | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3604 | Business Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3605 | Clinical Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3606 | Coaching Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3607 | Counselling Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3608 | Educational Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3609 | Forensic Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3610 | Health Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |

Single Honours students must take the double mandatory Independent Study module (PSYC 3001/02) over one or two semesters, **plus** six (6) Optional modules from those listed above.