

## LTC15D010

**Title:** INTO UEA International Year 1 in Psychology (Pilot Project)  
**Author:** Mr Gavin Tash, Partnerships Office  
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### Issue

The proposed INTO UEA International Year 1 in Psychology is designed to enable international students to study year one of the school of Psychology's (PSY) BSc in Psychology alongside home students and direct entry international students, with the additional support of a concurrent English and Study Skills for Psychology Module.

### Recommendation

LTC is asked to:

- 1) Approve the proposal to proceed to detailed scrutiny at validation
- 2) Indicate any areas that the validation panel should pay particular attention to
- 3) Allow the programme to be advertised "subject to validation" from the date of LTC approval in accordance with procedures as set out in the Partnerships Handbook

### Resource Implications

The programme requires no additional resource from the School of Psychology as students will sit in on some existing year 1 modules. Additional modules and support will be provided by INTO staff.

### Risk Implications

Risks to be identified and managed as part of the course approval process.

### Equality and Diversity

There are no equality and diversity implications

### Timing of decisions

Subject to approval today a course approval event is scheduled for 17<sup>th</sup> November 2015

### Further Information

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### Attachments

Appendix 1: International Year 1 Psychology Proposal Summary  
Appendix 2: International Year 1 Psychology Programme Specification  
Appendix 3: International Year 1 Psychology Frequently Asked Questions

## Overview

The INTO UEA International Year 1 in Psychology is designed to enable international students to study year one of the school of Psychology's (PSY) BSc in Psychology alongside home students and direct entry international students, with the additional support of a concurrent English and Study Skills for Psychology Module.

The International Year 1 is aimed at academically able students who have narrowly missed out on direct entry to PSY, for example by 0.5 of a band in their International English Language Testing System (IELTS) score.

Successful completion of the course leads to the award of a UEA Diploma and enables progression to year two of the BSc in Psychology, subject to students meeting agreed progression requirements. Students attend PSY year one lectures for two PSY modules (Introduction to, and Further, Research Design and Analysis) and will also study five INTO UEA modules (Introduction to the Study of Social Psychology for International Students, The Psychology of the Individual: Development and Differences, An introduction to Psychosocial theory for International Students, Introduction to Biological and Cognitive psychology, English Language and Study Skills for Psychology.) Students will be registered as INTO UEA students for the duration of the International Year 1.

Following supportive discussions with the Dean of SSF, the Head of PSY and the Partnerships office, it was agreed that this would be run, initially, as a two year pilot project. Ideally, the first students would be recruited for the September 2016 intake.

### **Further details about the proposed INTO UEA International Year 1 in Psychology**

ET Approved the proposal outlined below for an INTO UEA International Year 1 in Psychology. Subject to LTC approval in principle (21 October 2015) the programme will proceed to validation (scheduled for 17 November 2015)

LTC will be asked to do the following:

- 4) Approve the proposal to proceed to detailed scrutiny at validation
- 5) Indicate any areas that the validation panel should pay particular attention to
- 6) Allow the programme to be advertised "subject to validation" from the date of LTC approval in accordance with procedures as set out in the Partnerships Handbook

## **Rationale**

- 1) PSY is keen to increase absolute numbers of international students, and the ratio of International to Home/EU students in order to increase student diversity and enhance the student experience for all students.
- 2) INTO is well placed to provide year 1 (NQF Level 4) for international students intending to study psychology. Students on the INTO psychology diploma will experience an enhanced year one which would enable them to progress (subject to progression thresholds) to year 2 (level 5) in PSY. They would cover the appropriate psychology curriculum with contextualised English language support and the threshold would be set at a level that should lead to a good honours outcome.
- 3) Psychology as a discipline requires a combination of laboratory provision and a wide range of types of expertise to contribute to the curriculum. Details of the course are set out below. This course will draw on existing delivery in PSY for some aspects, with seminars and English language contextualisation being delivered by INTO.

## **The Proposal**

A new INTO UEA International Year 1 in Psychology (previously known as the Diploma course), with INTO providing 80 credits (plus English language provision), and PSY providing 40 credits.

This is a *pilot provision*, with no more than 10-12 students on the programme in each year for a period of two years. The pilot will be initially evaluated at the end of level 5 and following completion of the honours programme.

The financial arrangements have been agreed by ET and are out with the approval process.

The course structure is outlined over the page:

## Summary course structure

<b>Semester 1</b>	
Introduction to the Study of Social Psychology for International Students (INTO)	20 credits
Psychology of the Individual: Development and Differences (INTO)	20 credits
Introduction to Research Design and Analysis (RDA) (PSY)	20 credits
English and Study Skills for Psychology (INTO)	0 credits
<b>Semester 2</b>	
An introduction to psychosocial theory for international students (INTO)	20 credits
Introduction to biological and cognitive psychology (INTO)	20 credits
Further RDA (PSY)	20 credits
English and Study Skills for Psychology (INTO)	0 credits

For the INTO psychology modules, INTO will be delivering modules that are distinctively different from those offered as part of the UEA Psychology programme: they have enhanced learning opportunities and bespoke delivery, targeted at the needs of International Students; this is reflected in the different module titles. Students will sit in on some Psychology year one lectures with the first year students (Introduction to, and Further, RDA), with the remaining modules and supporting seminars, including integrated English language and study skills support, provided by INTO. INTO will be responsible for setting the assessment (as with all our INTO validated programmes, the assessment strategy will be approved at validation and there will be ongoing consultation with the receiving school to ensure that students are able to progress successfully to year two). The details of delivery and module outlines will be developed in consultation between PSY, INTO and the Partnerships Office, and will be considered in detail at the validation event.

### Intellectual Property

All PSY course material will remain the property of UEA.

Additional material produced by INTO UEA will be the property of INTO UEA.

### Target market

Initial recruitment will be around 12 students, from key markets such as Hong Kong, Vietnam and Singapore.

### **Recruitment and diversity**

INTO operates an equal opportunities admissions policy. It aims to ensure that no applicant will receive less favourable treatment on the grounds of age, sex, marital status, race, colour, nationality, ethnic origin, sexual orientation, or political or religious belief.

INTO welcomes applications from candidates with disabilities.

INTO University of East Anglia is committed to ensuring and promoting good equality and diversity practice amongst staff and students. It means:

- Ensuring that everyone is treated fairly and with respect
- Acknowledging people's differences and individuality
- Providing equal opportunities to all students with no discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation
- Celebrating cultural diversity
- Supporting individual and group needs and
- Having zero tolerance for any act of unfair discrimination and harassment.

### **The validation event will pay particular attention to the following aspects:**

#### **Contact hours**

Typically 40 contact hours per 20 credit module, plus a further 6 hours per week study skills and English language support.

#### **Ownership of delivery**

For INTO modules, INTO will need to demonstrate ownership of the module. This will include over 50% delivery of the contact time of the module by INTO, setting the assessment, demonstrating academic ownership of the curriculum, marking and moderation. The panel will expect to see a complete student handbook at validation (Draft handbook ready for approval).

#### **INTO Psychology Modules**

These will have distinctively different module titles from equivalent PSY year 1 modules, and will have enhanced learning opportunities directed specifically at the needs of international students.

#### **Student experience**

The course should reflect the enhanced student experience for international students under the INTO delivery model. This includes much higher levels of academic and welfare support than are the norm for a first year undergraduate.

#### **Induction**

There will need to be details of how the INTO induction will integrate with the induction of students in PSY. The validation panel will also consider how students are prepared for year two (level 5) and their induction by PSY into the second year of the programme. INTO students will be able to attend PSY year one social events.

**Handbooks**

Partnerships office will approve a bespoke course handbook integrating key PSY, INTO and UEA information.

**Registration**

Students register in INTO and as visiting students on SITS for PSY modules.

**Board of Examiners and consideration of marks**

The panel will seek reassurance on the management of Boards of Examiners, Results from UEA modules will feed into the INTO board. Modules from one board feed into another. The panel will also be looking for clarification on how timetabling will work (INTO will schedule around the PSY modules). INTO will agree a process for transmission of timetable changes by PSY to INTO students.

**Transcripts**

INTO will be responsible for transcripts as approved by UEA.

**Student appeals and complaints**

These would be made to INTO in the first instance.



# FULL COURSE PROPOSAL FORM

## INTO UEA

<b>Course Title(s)</b>
INTO UEA International Year 1 in Psychology
<b>School/Faculty of study</b>
PSY, INTO UEA
<b>Proposed start date</b>
September 2016 (Pilot, year 1 of 2)

- Part 1**            **Summary and Rationale**
- Part 2**            **Academic Case including Programme Specification**
- Part 3**            **Staffing and Resources**
- Part 4**            **Monitoring Quality and Standards**
- Part 5**            **Key Information Set (KIS) data**

# FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

<b>INSTITUTION</b>		UEA, INTO UEA			
<b>SCHOOL/FACULTY</b>		PSY, INTO UEA			
<b>NAME OF COURSE DIRECTOR</b>		Mr Tim Hanmer, INTO UEA International year 1 Programme Coordinator			
<b>COURSE TITLE</b>	INTO UEA International Year 1 in Psychology				
<b>AWARD</b>	INTO UEA International Year 1 in Psychology				
<b>EXIT AWARD(S) AND TITLE(S)</b>	INTO UEA International Diploma in Psychology				
<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)		Full time			
<b>AVAILABLE FROM:</b>		September 2016			
<b>PROFESSIONAL AWARD</b> (if any)	n/a				
<b>ACCREDITING/VALIDATING BODY</b> (if relevant)	n/a for International Year 1 (however, the BSc itself is accredited by the British Psychological Society – see section PS6 for further details)				
<b>Accrediting/ Validating Body Website</b> (if relevant)	n/a for International Year 1 (however for BSc accreditation see <a href="http://www.bps.org.uk/">www.bps.org.uk/</a> )				
<b>Date when accreditation may take place</b>	n/a				
<b>LEVEL</b> (tick the appropriate level)	Sub-degree (e.g. Cert. Dip.)	Diploma			
	Undergraduate				
	Integrated Masters				
	Masters				
	Other postgraduate (please specify)				
<b>DURATION</b> (years or months)		1 year			
<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES		NO	X
		If YES, does this conform with the QAA's advice on Placements (B10)			

<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	n/a
<b>ENTRY REQUIREMENTS</b>	<p>It is anticipated that the International Year 1 course will accept students predicted BBC at A-Level (or local equivalent) with and English Language score of IELTS 6.0 overall.</p> <p>(See Part 2 -Academic Case – Admissions, for further details and how this compares with requirements for direct entry students.)</p>

*\*\*\*\*Please copy and paste the above table for additional (related) courses\*\*\*\**

<b>RATIONALE FOR PROPOSAL</b>
<p>Please explain why you are proposing this/these new course(s) and why this proposal is being offered at this time.</p> <p>Within your rationale, please also consider and outline the following:</p> <ul style="list-style-type: none"> <li>· <i>Are any teaching adjustments required? For example, will new modules be introduced, other modules be withdrawn or combined? ).</i></li> <li>· <i>Key learning outcomes</i></li> <li>· <i>Key assessment strategy (e.g. how will formative assessment be integrated and linked to summative coursework)</i></li> </ul>

The School of Psychology and INTO UEA propose to create an International Year 1 course in Psychology in order to enhance international student recruitment and potentially capture those students whose English language and / or school results narrowly fall below the required entry standard to enter the School of Psychology directly. By doing an International Year 1 course, those students would receive extra support, with a guaranteed place (subject to meeting progression requirements) and the departments ranking would not be affected by taking students with marginally lower tariff points. The initial target market would be established international schools, where it would be hoped that 10-12 students could be recruited for each pilot year (2016-17, 2017-18).

The INTO UEA International Year 1 in Psychology aims to enable progression to year 2 of the 3-year BSc in Psychology, which has as its primary educational aim the scientific study of the mind, brain, human behaviour and relationships. The INTO UEA International Year 1 in Psychology is designed to enable international students to study year one of the BSc in Psychology, partly alongside home students and direct entry international students in PSY, and partly in smaller groups at INTO UEA, with the additional support of the English and Study Skills for Psychology module which is taught by INTO UEA. The INTO UEA International Year 1 is aimed at academically capable students who have narrowly missed out on direct entry to the school of Psychology by .5 of a band in their IELTS score.

The English Language and Study Skills course is designed to support students during the first year of their Psychology studies and further develop their study skills and English language ability across the areas of reading, writing, listening and speaking. On completion, students will be expected to achieve a level of competence sufficient to continue independently into year two of the BSc in Psychology. The course aims to develop speaking, listening, reading, research and writing skills that are relevant to university study, and the assessment is designed to test these skills in ways that they would be used in a university environment.

The International Year 1 in Psychology would serve to increase the number of international students currently studying psychology at UEA, whilst having limited financial risk on either the school of psychology or INTO UEA. In addition, the students' academic quality, and their subsequent experience, would be potentially enhanced with the extra support needed to increase their chances of gaining a good honours degree.

Psychology module assessment would be identical to that for direct entry year 1 students for the 2 RDA modules, but slightly adapted to the needs of international students in the 4 INT-DPS modules, whereas English and Study Skills assessment will take the form of coursework tests across the four skills - reading, writing, speaking and listening.

# FULL COURSE PROPOSAL

## Part 2 ACADEMIC CASE (including Programme Specification)

ADMISSIONS				
<i>Include-</i> <ul style="list-style-type: none"> <li>• Admissions process and criteria with reference to course specific entry activities e.g. portfolio compilation/interview</li> <li>• Entry requirement for each level and specific requirements</li> <li>• Statement on Advanced Standing, Direct entry and APL/APEL procedures</li> <li>• Examples of students who may be eligible for Advanced Standing, Direct Entry and APL/APEL</li> </ul>				
<p>The International Year 1 Programme is intended for students who need additional study and language support to successfully complete the equivalent of their first year undergraduate study. The target segment for the International Year 1 course is for students who have not quite achieved the relevant English requirements and/or A-Level equivalent grades for direct entry at the appropriate University of East Anglia School. For instance, it is anticipated that the International Year 1 course will accept students predicted BBC (or local equivalent) with IELTS 6.0 overall, whereas the relevant University of East Anglia department (PSY) requires IELTS 6.5 (PSY also requiring a minimum of IELTS 6.0 in each component).</p> <p>Students who are appropriately qualified for entry to a degree course will be directed to the appropriate school. So, INTO University of East Anglia will ONLY take on students that would otherwise be unable to access the relevant departments directly.</p>				
COURSE MANAGEMENT INFORMATION				
Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	X
Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	X
If so, how many modules and what is the credit volume for each module?				

YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)			
complete sections that are relevant			
Year of course	Weightings	Progression requirement	Exit Award

1	100%	<p>40% in the RDA PSY modules</p> <p>55% in the INTO UEA content modules</p> <p>65% overall in the English and Study Skills for Psychology module</p>	INTO UEA Diploma in Psychology
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In order to progress to year 2, with a likelihood of achieving good honours, the progression requirements would be 40% in the RDA PSY modules, and an average of 55% in the INTO UEA content modules (INT-DPS), a pass mark in all modules, and 65% overall in English Language and Study Skills for Psychology, with a minimum of 60% in each individual skill (reading, writing, listening and speaking).

<b>BOARD OF EXAMINERS</b>			
Is there an existing Board of Examiners?	YES	<input checked="" type="checkbox"/>	NO
If YES, which existing board will be responsible for the course?	INT-ESSP Module, INT-DPS modules x 4 - INTO UEA's Exam Board  PSY RDA (4001Y) - PSY's Exam Board		
If NO, please enter details for new board of examiners			
Are any new external examiner(s) required?	YES	<input checked="" type="checkbox"/>	NO
If yes, how many?	2: 1 for the ESSP module 1 for the 4 INT –DPS modules (NB: INTO already has an external examiner for the equivalent English and Study Skills module on the Business and Economics Diploma, Ms Claire Cunningham, of York St John University, who could be approached to take on ESSP role.)		

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
INTO UEA International Year 1 in Psychology		2016-17 (Pilot - Year 1 of 2)

**NOTE:** Whilst the INTO UEA and UEA will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside of INTO UEA or UEA's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, INTO UEA and UEA will endeavour to inform students.

### Overview:

The INTO UEA International Year 1 in Psychology is designed to enable international students to study year one of the BSc in Psychology, partly alongside home students and direct entry international students at PSY, and partly in smaller seminar groups at INTO UEA. The RDA 1 and 2 modules are delivered at PSY in their entirety, while seminars for the 4 INT-DPS modules take place at INTO UEA, as does the English and Study Skills for Psychology Module. Successful completion of International Year 1 enables progression to year 2 of the BSc in Psychology, subject to students meeting progression requirements. Students attend RDA 1 and 2 PSY lectures and seminars alongside PSY Yr1 students.

<b>INTERNATIONAL YEAR 1 IN PSYCHOLOGY COURSE PROFILE</b>				
				<b>Level</b>
				4
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>
PSY-4001Y	Compulsory	20	INTRODUCTION TO RESEARCH DESIGN AND ANALYSIS	S1
	Compulsory	20	FURTHER RESEARCH DESIGN AND ANALYSIS	S2
INT-DPS 1	Compulsory	20	INTRO TO THE STUDY OF SOCIAL PSYCHOLOGY FOR INTERNATIONAL STUDENTS	S1
INT-DPS 2	Compulsory	20	PSYCHOLOGY OF THE INDIVIDUAL: DEVELOPMANT AND DIFFERENCES	S1
INT-DPS 3	Compulsory	20	AN INTRODUCTION TO PSYCHOSOCIAL THEORY FOR INTERNATIONAL STUDENTS	S2
INT-DPS 4	Compulsory	20	INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY	S2
INT-ESSP	Compulsory	0	ENGLISH AND STUDY SKILLS FOR PSYCHOLOGY	Y

## LEARNING OUTCOMES

### *PROGRAMME AIMS AND LEARNING OUTCOMES*

The Aims and Learning outcomes of the Psychology modules of the programme are underpinned by reference to the QAA Psychology Subject benchmarks (2010), BPS guidance for accreditation for undergraduate programmes and the document 'The future of Undergraduate Psychology in the United Kingdom (2011). (A Joint project between the BPS, HEA Psychology Network and the Association of Heads of Psychology Departments).

The Aims and Learning Outcomes of the Psychology modules are structured in 4 principal areas:

1. Psychology as a broad knowledge base about the mind, brain, behaviour, experience and relationships.
2. Psychology as a scientific discipline.
3. Psychology as an applied science.
4. Psychological and generic skills underpinning employability and continuous scholarly, interpersonal and professional development.

*AIMS OF THE INTERNATIONAL YEAR 1 PROGRAMME AND BSc PROGRAMME*

The International Year 1 course aims to enable progression to year 2 of the 3-year BSc in Psychology, which has as its primary educational aim the scientific study of the mind, brain, human behaviour and relationships. The BSc combines compulsory core disciplinary learning, optional studies on specialist topics and a scientific training to position thinking, feeling and acting in a broad context, reflecting the current consensus that human behaviour is best understood as the interaction of nature and nurture, biology and culture, genes and environment.

The BSc programme (3 years) meets the requirements for accreditation by the British Psychological Society (BPS) as conferring eligibility for the graduate basis for chartered membership, (GBC) of the Society.

The BSc programme aims to enable students to graduate with:

- A comprehensive and robust knowledge of the mind, brain, behaviour, experience and social relationships and how core knowledge informs and relates to specialist contemporary fields of psychology.
- A command of the scientific method, proficiency in evaluating empirical evidence and competence in employing a range of research methodologies to answer psychological questions.
- The ability to describe and discuss the place of psychology in society, its relationship to cognate disciplines, and the capability to apply a range of psychological theory and empirical evidence to contemporary issues.
- Subject specific and generic skills in critical thinking, communication, numeracy, information technology and personal reflection which engender an enduring enthusiasm for learning and the resources to adapt to and succeed in a diverse and changing work environment.

*LEARNING OUTCOMES OF THE INTERNATIONAL YEAR 1 COURSE (Adapted from the BSc in Psychology programme specification – the numbering and lettering system has been preserved to enable compatibility with the above document.)*

## 1. Knowledge of the Contemporary Fields of Psychology

### a. Exhibit mastery of the core contemporary fields of psychology as recognised by the British Psychological Society:

- i. Biological Psychology: Basic neurochemistry and neurophysiology of nerve transmission; structure and organisation of CNS; behavioural genetics; hormones and behaviour. Psychopharmacology, the brain and reward, drug action and behaviour. Biological aspects of learning, memory, motivation and emotion, sleep and arousal. Evolutionary explanations of behaviour; socio-biology, animal cognition and comparative psychology. Human neuropsychology, biological basis of psychological abnormalities. Neuroimaging and research techniques involved in the production of biological psychology knowledge.
- ii. Cognitive psychology: Perception; attention; learning; memory; thinking and reasoning; problem solving. Language; emotion and cognition. Consciousness. Investigative approaches in cognitive psychology.
- iii. Developmental psychology: Perceptual, motor, language and cognitive development. Nature and nurture. Temperament. Representational abilities. Moral development. Social development; attachment; self and gender. Emotional development. Childhood, adolescence and life-span development. The social and cultural contexts of development; Comparative analysis of developmental theories and research methods associated with developmental psychology.
- iv. Individual Differences: Approaches to personality and behaviour, cognitive style, emotion, motivation, mood; the self, normal and abnormal personality development including psychoanalytic, social learning, social cognitive, radical behaviourist and humanistic-existential/phenomenological approaches. Genetic and environmental influences on personality; Intelligence. Methodological and research issues associated with psychometrics and measurement techniques, including their social impact in relation to areas such as gender and ethnicity.
- v. Social Psychology: Social perception, attitudes, and attribution; Inter-group processes including prejudice, conflict, identification; Small group processes including norms, leadership, decision making; Social influence e.g. conformity and obedience. Close relationships such as interpersonal attraction. Traditional and social constructionist research approaches in social psychology.

d. Be able to describe the conceptual development, historical narrative and sociocultural context of psychology, and possess a sense of the traditions, current state of psychological knowledge and potential future directions of the discipline.

e. Show the ability to link psychological ideas to related concepts in cognate disciplines, (such as psychiatry, biology, and sociology), making sense of diverse theories, noting apparent tensions and contradictions, and expressing the usefulness of knowing the shared origins and the contemporary relations between psychology and related disciplines.

## 2. Knowledge of Psychology as a Scientific Discipline

- a.. Explain what science is, how psychology is scientific and define and appropriately use scientific terminology in relation to psychological research.
- h. Demonstrate competence in applying the principles of scientific inquiry through designing, running and analysing research investigations.

### 3. Knowledge of Psychology as an Applied Science

- c. Recognise the impact of psychological knowledge on individuals and society and show respect for individual differences and social and cultural diversity.
- d. Show the capacity to derive appropriate psychological examples from everyday life and personal experience (such as volunteering or work based activities).
- e. Identify ways in which psychological research is informed and appraised through media reporting and how psychology as a discipline and psychologists as professionals are represented in the media.

### 4. Subject Specific and Generic Skills for Employability and Life Long Learning

- a. Display the ability to critically evaluate the merits of different explanations for and interpretations of psychological phenomena, identifying differences between explanations; connections between areas of knowledge to produce integrative perspectives and the relevance of distinctive psychological approaches to specific issues.
- b. Recognising and examining the practical and ethical issues associated with the use of different theoretical approaches and research methodologies.
- c. Show proficiency in effectively using and communicating key information and principles to a range of intended audiences.
- d. Show proficiency in verbal communication, knowledge of interpersonal skills and the way in which they operate in relationships and groups.
- f. Display the capacity to work with a range of quantitative data including the ability apply basic number skills, calculate, present and interpret data, numerically reason and interpret, evaluate and explain statistical data from a range of sources.
- g. Demonstrate competence in working with information, communication and research technologies (for example, word processing, spreadsheets, databases, presentational software, statistical packages, network and internet services, e-journals, virtual learning environments and open educational resources).
- h. Show the ability to identify and review current learning capabilities and develop strategies for improvement through taking responsibility for seeking appropriate guidance, actively engaging with formative assessments and reacting pragmatically to constructive feedback.
- i. Monitoring and managing time and workload to meet task deadlines.

### 5. Experience of education in psychology from the year abroad - not applicable to the INTO UEA Diploma in Psychology

### 6. Specific learning outcomes of the English and Study Skills for Psychology module

By the end of the module the students should be able to:

- a. Deploy a range of appropriate study skills, including planning effective use of time, in order to study effectively and independently in year 2.
- b. Produce non-plagiarized academic writing of sufficient accuracy, depth and level of analysis, using a reasonably broad range of subject-specific language and vocabulary.
- c. Produce grammatically accurate, cohesive and coherent sentences and texts appropriate to an academic context.
- d. Employ effective and efficient reading strategies sufficient to cope with the academic reading demands of the course.
- e. Contribute appropriately to a seminar discussion, make clear and relevant contributions in a way that suits the purpose and situation, and listen and respond appropriately to what others say.
- f. Engage constructively in group work activities which support learning, both inside seminars and outside of supervision, manage time and tasks effectively in group situations, and demonstrate effective communication and leadership skills, as well as peer-mentoring and peer-management.
- g. Give a short talk on a subject using visual and/or other aids, speak clearly in a way that suits the subject, purpose and situation, keep to the subject and structure the talk, use images and other aids to illustrate main points, use presentation techniques to keep the audience interested, and be able to effectively field questions in real time from the floor.
- h. Follow an academic talk or lecture sufficiently to be able to identify and note down key points in an organised and retrievable way.
- i. Deploy a range of research skills to produce appropriate primary research, and use critical thinking skills to analyse research data and reach appropriate conclusions.
- j. Reflect on their individual strengths as a learner, and demonstrate learner autonomy going forward for the remainder of their degree.
- k. Perform across the four skills of reading, writing, listening and speaking to a level of 65%.

MAPPING LEARNING OUTCOMES AGAINST MODULES									
Mapping learning outcomes – please list module code against assessment type  INTO UEA International Year 1 in Psychology	Assessment type (please complete)								
	Essay	Lab report	Course test	Exam	Project/ Report	Oral Presentation	Other – Thematic Analysis	Other	Other
Research Design and Analysis, Introduction and Further: <b>(PSY-4001Y a+b)</b> 2a, 2h, 4b, 4ci, 4c, 4d, 4d, 4h, 4f, 4g.		X	X	X					
Introduction to the Study of Social Psychology for International Students <b>(INT-DPS 1)</b> 1av (at basic level) 1d, 1e, 3e, 4a, 4d, 4d, 4d, 4h, 4i.	X								
The Psychology of the Individual: Development and Differences <b>(INT-DPS 2)</b> 1ai, ii, iii, iv (at basic level), 3c, 3d, 3e, 4c, 4c, 4d, 4h.	X								
An Introduction to Psychosocial Theory for International Students <b>(INT-DPS 3)</b> 1av (at basic level) 1d, 1e, 3e, 4a, 4d, 4d, 4d, 4h, 4i.							X		
Introduction to Biological and Cognitive Psychology <b>(INT-DPS 4)</b> 1ai, ii, iii, iv (at basic level), 3c, 3d, 3e, 4c, 4c, 4d, 4h.				X					
English and Study Skills for Psychology: <b>(INT-ESSP)</b> 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k.			X			X			

**PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

International Year 1 is essentially the first year of the existing BSc in Psychology in its entirety, with the additional support of the English and Study Skills for Psychology module. Successful completion of the International Year 1 course enables progression to year two subject to the fulfilment of certain progression requirements.

**PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

Students will receive feedback on assessments using the same feedback cycle as any year 1 direct entry PSY student - see pages 8-18 of the current BSc (Hons) in Psychology module specification.

Additionally, feedback on language and progress in the ESSP module will be provided by INTO ESSP tutors regularly in tutorials. Students, parents and agents will also be issued with a settling in report in term 1, and a mid-year report in term 2, detailing progress across the programme.

<b>PS4 EXAMINATIONS</b>		
	<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>
How many modules will include an exam element?	3	none
How many hours of exams are there in Stage 1?	c.6	none
How many hours does the programme (as a whole) include?	288 hrs ESSP (INTO) 398 hrs PSY modules (PSY) 84 hrs INT-DPS lectures (PSY) 650 hrs INT-DPS seminars, assessment, preparation etc. (INTO) = c. 1420 hrs	

<b>PS5 EQUALITY &amp; WIDENING PARTICIPATION</b>		
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	<p>INTO is committed to equality of opportunity for all Staff and Students. Our policies reflect those of the University;  <a href="http://www.University of East Anglia.ac.uk/ltq/EqualOpps.htm">http://www.University of East Anglia.ac.uk/ltq/EqualOpps.htm</a></p> <p>The INTO International Year 1 Programme is designed for overseas students who are non-native speakers of English. It is open to all nationalities, with key selection criteria for admission being the academic ability and potential of the applicant. INTO welcomes applications from people with disabilities and will undertake reasonable adjustments to enable academically qualified applicants to access the full range of educational provision offered. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by INTO</p>	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	<p>INTO aims to create an atmosphere of learning that is tolerant and respectful of differences, and encourages all staff and students to value diversity. The course is designed to give every student the same opportunity to achieve the learning outcomes and to acquire the subject specific practical skills. Through both the design of the programme and the tutorial support provided, INTO will ensure full equality of opportunity for all students to progress and learn. Course materials and documentation may be reproduced in a variety of formats.</p>	

PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?
	<p>INTO adopts a wide variety of teaching, learning and assessment methods to meet the needs of a diverse student population. Information about teaching sessions and assessment methods will be readily available, and the learning environment and learning materials will be considered and adapted where possible to meet individual needs.</p> <p>INTO embraces the University's continued development of its quality assurance systems to monitor and identify any differential impact on any Student arising from policy or practice in admissions, teaching or assessment.</p>

<b>PS6</b>	<b>EMPLOYABILITY</b>	
	How is employability embedded into the delivery of the course?	
	<p>On completing an accredited psychology undergraduate programme, students will have a wide range of transferable skills including how to:</p> <ul style="list-style-type: none"> <li>• comprehend and use data sufficiently by understanding, analysing and presenting complex ideas</li> <li>• retrieve and organise information successfully through various sources</li> <li>• engage in effective team work</li> <li>• problem solve and reason scientifically to consider alternative approaches and solutions</li> <li>• make critical judgements and evaluations to gain different perspectives on a variety of issues</li> <li>• be sensitive to contextual and interpersonal factors, including behaviour and social interaction</li> <li>• use personal planning and project management skills to become more independent and pragmatic.</li> </ul> <p>The International Year 1 constitutes the first year of the BSc in Psychology, so progression leading to successful completion of the degree itself provides eligibility for graduate membership of the British Psychological Society, and the graduate basis for chartered membership (GBC) provided that students obtain a minimum of second class honours (2:2) and a pass in their third year empirical project. Further information is available from <a href="http://www.bps.org.uk/careers">www.bps.org.uk/careers</a></p> <p>In addition to this students will be encouraged to take part in a range of extra-curricular activities, such as the volunteering programme.</p>	

**MODULE OUTLINES FOR EXISTING COMPULSORY MODULES**

Number of existing COMPULSORY modules	2			
Module outlines attached? (as Appendix 1 to this form)	YES	<input type="checkbox"/>	NO	X

**MINOR CHANGES TO EXISTING MODULES**

Please list all existing modules, compulsory and optional, to which you are proposing minor changes as part of the proposed new programme

Module Code	Module Title	Minor changes proposed
None		

**NEW MODULES**

How many new modules are being proposed?	5
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Please complete the below for each proposed new module

<b>NEW MODULE</b>				
Module Title	English and Study Skills for Psychology			
Level	4			
Credit Value	0			
Teaching period, (e.g. Semester 1, Year-long)	Year long			
Likely Module Organiser	Mr Tim Hanmer (INTO)			
Assessment method (e.g. Exam, Coursework, Mixed)	Coursework			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (i.e. 1, 2 3 hours)		n/a
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	X
Proposed Module Code	INT-ESSP			
Module Delivery (e.g. distance-learning campus based, work placement)	Campus based			
Brief Description	The English and Study Skills for Psychology Module functions to support students during the first year of their Psychology studies, and further develop their study skills, research skills and English			

	<p>language ability across the areas of reading, writing, listening and speaking.</p>
<p>Aims / learning outcomes</p>	<p><b>Module Aims:</b></p> <p>The overall aim of the module is to support students during the first year of their Psychology studies, and further develop their study skills, research skills and English language ability across the areas of reading, writing, listening and speaking.</p> <p>On completion, students will be expected to achieve a level of competence sufficient to continue independently into year two of the BSc in Psychology at the University of East Anglia (C800) and be equipped to achieve good honours.</p> <p>The range of language skills developed includes: listening and note-taking in lecture and seminar situations; strategies for reading and vocabulary-building; academic writing conventions (such as selecting and summarising, paraphrasing and referencing appropriate academic information using APA referencing); research skills, essay and report writing skills; oral presentations, seminar language and skills.</p> <p><b>Learning Outcomes:</b></p> <p>By the end of the course students will be able to plan and manage their study time, research and English language production in a way likely to sustain (without specific tutor support) and contribute to the ability to achieve successful</p>

	results and good honours on the remainder of the Psychology degree course.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>“English for Psychology in Higher Education Studies” by Jane Short, published by Garnet Publishing, 2010</p> <p>“Study and Communication Skills for Psychology” by Vanessa Parkinson, published by Oxford University Press, 2012</p> <p>Additional in-house prepared material will be provided by INTO.</p>

<b>NEW MODULE</b>	
Module Title	INTRODUCTION TO THE STUDY OF SOCIAL PSYCHOLOGY FOR INTERNATIONAL STUDENTS
Level	4
Credit Value	20
Teaching period, (e.g. Semester 1, Year-long)	Semester 1

Likely Module Organiser	tbc		
Assessment method (e.g. Exam, Coursework, Mixed)	Coursework		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (i.e. 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code	INT-DPS 1		
Module Delivery (e.g. distance-learning campus based, work placement)	Campus based		
Brief Description	<p>The module aims to enable students to comprehend, evaluate and compare the core topics and major perspectives in social psychological theory and research.</p> <p>The module will:</p> <ul style="list-style-type: none"> <li>• Introduce you to core topic areas in social psychology.</li> <li>• Assist you in formulating an appreciation of the strengths and limitations of key approaches within social psychology.</li> <li>• Nurture intellectual enthusiasm for the subject matter of social psychology within a supportive learning environment.</li> </ul>		
Aims / learning outcomes	<p><b>Module Aims:</b></p> <p>The module is designed to start on small micro theories of social psychology and gradually widen out to large psychosocial theories.</p>		

	<p>We will take the general approach of examining social psychology through the lens of the individual. We will examine how intra-and inter-individual psychological processes affect thoughts, feelings, and behaviour.</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recount the historical origins of modern social psychology.</li> <li>2. Describe the characteristics of social psychology as an empirical science that employs both quantitative and qualitative methods to study people at different levels of analysis.</li> <li>3. Describe, and evaluate core theoretical accounts and selected major empirical investigations in social psychology.</li> <li>4. Use knowledge of social psychological theory and research to discern their potential applications to a range of individual, community and societal problems and create coherent, defensible accounts of everyday social phenomena.</li> <li>5. Identify the basic elements of sound academic writing and to apply these in the construction of fluently written, well presented and properly referenced assignments.</li> </ol>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Hogg, M.A. &amp; Vaughan, G.M. (2014, 7<sup>th</sup> edition). <i>Social Psychology</i>. Harlow. Pearson.</p> <p>American Psychological Association. (2010). <i>The Publication Manual of the American Psychological Association</i> (6th ed.). Washington DC.</p>

	Additional in-house prepared material will be provided by INTO.
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<b>NEW MODULE</b>	
Module Title	PSYCHOLOGY OF THE INDIVIDUAL: DEVELOPMENT AND DIFFERENCES
Level	4
Credit Value	20
Teaching period, (e.g. Semester 1, Year-long)	Semester 1
Likely Module Organiser	tbc
Assessment method (e.g. Exam, Coursework, Mixed)	Coursework

Does the Module include an Exam? Yes/No	No	How long will the exam be? (i.e. 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	X
Proposed Module Code	INT-DPS 2			
Module Delivery (e.g. distance-learning campus based, work placement)	Campus based			
Brief Description	The aim of the module is to provide you with an introduction to the knowledge base and research issues underpinning how psychologists understand both normative processes and how people are different.			
Aims / learning outcomes	<p><b>Module Aims:</b></p> <p>In this module you will cover issues and controversies within individual differences and developmental psychology. Within developmental psychology you will explore a range of issues such as the contributions of nature and nurture and for individual differences you will look at areas such as the measurement of personality and intelligence. Also within this module you will begin to develop effective study skills, such as searching for research literature and essay writing.</p> <p><b>Learning Outcomes:</b></p> <p><b>1. Knowledge of the Contemporary Fields of Psychology</b></p>			

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>a. Exhibit mastery of the core contemporary fields of psychology as recognised by the British Psychological Society:<ul style="list-style-type: none"><li>i. Developmental Psychology</li><li>ii. Individual Differences</li></ul></li><li>b. Be able to integrate conceptual ideas from across the disciplines and use classic and contemporary theories within and between core psychological areas and within specialist fields.</li></ul> <p><b>2. Knowledge of Psychology as a Scientific Discipline</b></p> <ul style="list-style-type: none"><li>d. Evaluate rigorously the nature of knowledge and critically review primary research evidence</li></ul> <p><b>3. Knowledge of Psychology as an Applied Science</b></p> <ul style="list-style-type: none"><li>a. Be able to position psychological knowledge within wider societal context including political, cultural and demographic issues</li><li>b. Demonstrate the ability to critically test psychological theory and research for usefulness in understanding individual and social phenomena</li></ul> <p><b>4. Subject Specific and Generic Skills for Employability and Life Long Learning</b></p> <ul style="list-style-type: none"><li>a. Display the ability to critically evaluate the merits of different explanations for and interpretations of psychological phenomena, identifying differences between explanations; connections between areas of knowledge to produce integrative perspectives and the relevance of distinctive psychological approaches to specific issues.</li></ul> |
|--|---|

	<p>i. Monitoring and managing time and workload to meet task deadlines</p>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Maltby, J., Day, L., &amp; Macaskill, A. (2010 or 2013). Personality, Individual Differences and Intelligence (2nd or 3rd ed.). Harlow: Pearson (2nd ed available as an e-book via the library)</p> <p>Developmental psychology – three readings on blackboard</p> <p>Additional in-house prepared material will be provided by INTO.</p>

<b>NEW MODULE</b>	
Module Title	AN INTRODUCTION TO PSYCHOSOCIAL THEORY FOR INTERNATIONAL STUDENTS
Level	4

Credit Value	20		
Teaching period, (e.g. Semester 1, Year-long)	Semester 2		
Likely Module Organiser	tbc		
Assessment method (e.g. Exam, Coursework, Mixed)	Coursework		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (i.e. 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code	INT-DPS 3		
Module Delivery (e.g. distance-learning campus based, work placement)	Campus based		
Brief Description	<p>The module aims to enable students to comprehend, evaluate and compare the major perspectives in psychology and sociology that underpin the psychosocial domain.</p> <p>The module will:</p> <ul style="list-style-type: none"> <li>• Introduce you to core theoretical areas in psychology and highlight how the self is influenced by other individuals and society in general.</li> <li>• Assist you in formulating an appreciation of the strengths and limitations of theory in understanding people in their social context</li> </ul>		

	<ul style="list-style-type: none"> <li>• Encourage you to adopt a constructively critical approach to understanding people.</li> <li>• Nurture intellectual enthusiasm for the subject matter of social psychology within a supportive learning environment.</li> </ul>
Aims / learning outcomes	<p><b>Module Aims:</b> The module is designed to tackle major theories about the self and society and we will also reflect on how our own position matches some of these ideas.</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe key elements of the major theoretical approaches of psychology and sociology including psychodynamic, behavioural, and humanistic psychology, classical positivism, symbolic interactionism, and social constructionism.</li> <li>2. Recognise the methods of inquiry associated with the different approaches and refer to how research approaches are linked to the way theory is built and utilised.</li> <li>3. Discern potential applications of theoretical perspectives to a range of individual, community and societal problems.</li> <li>4. Identify and describe the similarities, differences and interconnections between approaches which help to develop a psychosocial perspective.</li> <li>5. Identify the basic elements of sound academic writing and to apply these in the construction of fluently written, well presented and properly referenced essays.</li> </ol>

<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>There is no 'core text' which fully covers the range of material for this semester however the approaches we consider are widely written about within personality, developmental and social psychology textbooks. There are also many (too many) introduction to psychology books which cover the approaches to various degrees.</p> <p>General books include:  Schacter D., Gilbert D., Wegner D., and Hood B (2011) <i>Psychology</i>. Palgrave Macmillan.  Glassman W.E. and Hadad M. (2009) <i>Approaches to Psychology</i>. London. McGraw Hill. This text presents a good overall coverage of psychological approaches.  Eysenck M.W. (2009) <i>Fundamentals of Psychology</i>. London. Taylor and Francis  Davey G. (2008) <i>Complete Psychology</i>. London. Hodder and Stoughton  Martin G.N., Carlson N. R, and Buskist W. (2010) <i>Psychology</i>. Harlow. Allyn and Bacon.</p> <p>Additional in-house prepared material will be provided by INTO.</p>
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**NEW MODULE**

Module Title	INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY		
Level	4		
Credit Value	20		
Teaching period, (e.g. Semester 1, Year-long)	Semester 2		
Likely Module Organiser	tbc		
Assessment method (e.g. Exam, Coursework, Mixed)	Exam		
Does the Module include an Exam? Yes/No	Y	How long will the exam be? (i.e. 1, 2 3 hours)	2h
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X
Proposed Module Code	INT-DPS 4		
Module Delivery (e.g. distance-learning campus based, work placement)	Campus based		
Brief Description	This module will provide you with an introduction to the knowledge base and research issues underpinning how psychologists understand both normative processes and how people are different.		

Aims / learning outcomes

**Module Aims:**

The module provides you with an introduction to evolutionary, biological and cognitive psychology, enabling you to develop an understanding on a range of subjects including the basics of evolutionary theory, the anatomy and physiology of the central nervous system, the computational metaphor of the mind and how this is used to comprehend processes such as memory and perception.

**Learning Outcomes:**

**1. Knowledge of the Contemporary Fields of Psychology**

- a. Exhibit mastery of the core contemporary fields of psychology as recognised by the British Psychological Society:
  - iii. Biological Psychology
  - iv. Cognitive Psychology

**2. Knowledge of Psychology as a Scientific Discipline**

- d. Evaluate rigorously the nature of knowledge and critically review primary research evidence

**3. Knowledge of Psychology as an Applied Science**

- b. Demonstrate the ability to critically test psychological theory and research for usefulness in understanding individual and social phenomena

**4. Subject Specific and Generic Skills for Employability and Life Long Learning**

- a. Display the ability to critically evaluate the merits of different explanations for and interpretations of

	<p>psychological phenomena, identifying differences between explanations; connections between areas of knowledge to produce integrative perspectives and the relevance of distinctive psychological approaches to specific issues.</p> <p>i. Monitoring and managing time and workload to meet task deadlines</p>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Breedlove, S.M. &amp; Watson, N.V. (2013). <i>Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience</i> (7th ed.). Sunderland, MA: Sinauer Associates Inc.</p> <p>Eysenck, M.W. &amp; Keane, M.T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> 6th ed. Hove, UK: Psychology Press.</p> <p>Additional in-house prepared material will be provided by INTO.</p>

**COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES**

**Please provide a summary of external professional feedback received. Append full reports as Appendix 2**

n/a

**Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**

n/a for International Year 1, however, as International Year 1 constitutes the first year of the BSc in Psychology, progression leading to successful completion of the degree itself provides eligibility for graduate membership of the British Psychological Society, and the graduate basis for chartered membership (GBC) provided that students obtain a minimum of second class honours (2:2) and a pass in their third year empirical project.

# FULL COURSE PROPOSAL

## Part 3 STAFFING AND RESOURCES

### STAFFING

#### What is the impact / what are the resource implications of the proposal on academic staff?

Please include

- Staffing of the course (number of f/t, proportionate and p/t staff involved)
- Use of guest lecturers
- Brief details of administrative and technical support
- Current and future resources needed to run the programme
- Please attach all course team CVs as Appendix 4 using the template from the Partnerships Handbook

It is envisaged that the 10-12 students on the pilot will fit into two existing PSY Research Design and Analysis modules without the need for extra staff and resources. PSY will be responsible for the delivery and academic administration of the RDA modules 1 and 2 (PSY-4001Ya+b.)

The 4 INT-DPS content modules (INT-DPS 1-4) will be delivered as follows:

International Year 1 students will observe receive input in small seminar groups at INTO UEA. INTO UEA staff will also be responsible for developing and marking bespoke INTO assessments.

INTO UEA will appoint an ESSP module leader and ESSP teachers from existing staff, and be responsible for delivery and academic administration of the INT-ESSP module.

INTO UEA will market the course, deal with admissions (subject to PSY's approval) and assume responsibility for the accommodation and welfare of the students, as well as providing technical support. Any new resources for the INT-ESSP module will be purchased by INTO UEA.

International Year 1 students will require the same library access as first year students on the University's corresponding degree programme. The library are aware of this proposal and additional demand is likely to be limited within the duration of the pilot, as extra resources will be available within the INTO resource centre.

There will be liaison between INTO UEA's Student Service & Welfare staff and the University Counselling Service to ensure that young people away from their own country are proactively supported during their time at UEA.

Minimal use of the Careers Service is anticipated by Students on this programme, as it is equivalent to undergraduate year 1, however, as international enrolment increases in PSY programmes, there may be a need for careers expertise in the international psychology field.

## PHYSICAL RESOURCES

### What new or additional facilities and /or equipment are required for the delivery of this course?

Please include:

- Accommodation
- Course specific resources/ learning materials
- Resources needed to meet the diverse needs of the student group
- IT resources
- Current and future resources needed to run the programme

Please see above.

## FULL COURSE PROPOSAL

### Part 4 MONITORING QUALITY AND STANDARDS

#### MANAGEMENT OF THE PROGRAMME

Please include:

- *Statement that the programme will be monitored in accordance with relevant policies*
- *Evaluation and enhancement strategies e.g. feedback from students, professional academic links, employers, awarding bodies*
- *Plans for course meetings*
- *Summary of staff development, internal and external undertaken in the last 5 years*
- *Action plan of future staff development*

The delivery of existing PSY modules will be monitored in accordance with existing policies, and delivery of the ESSP module and the INT-DPS modules will be monitored by INTO UEA.

Student feedback will take place via PSY's existing SSLC (Student and Staff Liaison Committee) for PSY modules and via INTO UEA's existing student representative meeting system for the INT DPS and INT-ESSP modules.

Regular liaison will take place between PSY and INTO UEA staff as the course develops.

INTO UEA staff will undertake further development at INTO UEA training days and staff conferences (PSY staff are welcome to participate in sessions).

Members of INTO UEA teaching staff have been undertaking DELTA (Diploma in English Language Teaching to Adults) and MA training over the last five years, and it is anticipated that the opportunity to become UEA Associate Tutors will be offered to INTO UEA staff in the near future.

## EXTERNAL AGENCY/ EMPLOYER INVOLVEMENT

### GUIDANCE

*Include-*

- 7) *External agency/employer involvement in the development of the course*
- 8) *Future involvement in course committees/advisory groups*
- 9) *Involvement in running of the programme e.g. guest lecturers, work based learning/placement provider*
- 10) *Links with the academic community*

n/a

## HANDBOOKS

Prototype handbooks should be attached for the following:

Student Course Handbook	Students would be provided with a single dedicated Psychology International Year 1 programme handbook. This would incorporate key
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elements from existing INTO and PSY handbooks, examples of which may be found here:

<http://intouea.com/handbooks/International%20Diploma.pdf>

<https://www.uea.ac.uk/learningandteaching/students/gettingstarted/handbooks/2014-15+PSY+Year+1+Handbook>

## Part 5 KEY INFORMATION SET (KIS) DATA

		<b>KEY INFORMATION SET data (undergraduate courses only)</b>						
		<b>Quantitative KIS data</b>						
	Year 1	PSY-4001Ya	PSY-4001Yb	INT-DPS 1	INT-DPS 2	INT-DPS 3	INT-DPS 4	INT-ESSP
1.1	Percentage of assessment by written exams	50%	50%	none	none	none	100%	none
1.2	Percentage of assessment by practical exams	none	none	none	none	none	none	none
1.3	Percentage of assessment by coursework	50%	50%	100%	100%	100%	none	100%
1.4	Percentage of time in scheduled learning and teaching activities	50%	50%	50%	50%	50%	50%	50%
1.5	Percentage of time in guided independent study	50%	50%	50%	50%	50%	50%	50%

1.6	Percentage of time on placements	none	none	none	none
<b>Professional Accreditation</b>					
2.1	Name of professional accrediting body (if applicable)				
	n/a for International Year 1 (however, the BSc itself is accredited by the British Psychological Society – see section PS6 for further details)				
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.				
	n/a for International Year 1, however, the International Year 1 course constitutes the first year of the BSc in Psychology, so progression leading to successful completion of the degree itself provides eligibility for graduate membership of the British Psychological Society, and the graduate basis for chartered membership (GBC) provided that students obtain a minimum of second class honours (2:2) and a pass in their third year empirical project.				
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.				
	n/a				



## Frequently Asked Questions INTO UEA International Year 1 in Psychology

This document is organised under 3 headings:

- 1: Before the course begins**
- 2: Upon commencement of the course**
- 3: Approaching the end of the course**

### **Section 1: Before the course begins:**

#### **1.1 Who will market / promote the course?**

INTO UEA's recruitment and marketing team and UEA's international officers will both promote International Year 1 to students who cannot meet the admissions criteria for direct entry to PSY year 1. (eg: students whose IELTS (International English language Testing System) score is .5 of a band below the English requirement).

#### **1.2 Who will make offers to International Year 1 students?**

INTO UEA will issue offers, subject to students meeting specific entry criteria which are subject to approval by PSY.

#### **1.3 How many International Year 1 students will be recruited for the pilot year 1 (2016-17)**

It is envisaged that 10-12 students will be recruited – INTO's normal maximum group size is 16 students, but for this pilot it is anticipated that classes will be up to 12 students in size.

#### **1.4 Who will Diploma students pay course fees to?**

INTO UEA, who will then pay PSY for their share of the teaching provided (2 modules – RDA I and II.) This arrangement has been agreed by the Head of School, INTO UEA and the Director of Planning.

### **1.5 Which school / department will International Year 1 students 'belong' to?**

INTO UEA, who will deliver the majority of their contact hours, and 5 of the 7 modules.

### **1.6 How will the relationship between INTO UEA and PSY be managed?**

The Diploma (International Year 1) Programme Manager (tba) and the Diploma (International Year 1) Pathway Co-ordinator (Tim Hanmer) will be the first points of contact at INTO. When appointed, the International Year 1 tutors can also serve as contact persons for PSY staff wishing to pass information, questions or concerns to INTO UEA.

PSY will appoint a link person to serve as a first point of contact for INTO UEA staff wishing to contact PSY. However, it is envisaged that as the course develops, less formal working relationships will develop between academic staff, and INTO ESSP (English and Study Skills for Psychology) tutors and other International Year 1 programme staff. The enrolment of INTO UEA International Year 1 staff on PSY Blackboard modules can also serve to facilitate easy sharing of materials and messages (see below).

### **1.7 Who is responsible for producing the student handbook?**

INTO UEA will issue the handbook at the beginning of the course, which will be based on the standard PSY year 1 handbook (PSY to provide an electronic copy to INTO) but tailored and adapted for International Year 1 students (Draft version now available, final version to be approved by PSY summer 2016). This handbook will also be reviewed by the Partnerships Office.

## **Section 2: Upon commencement of the course:**

### **2.1 Who runs the induction for International Year 1 students?**

International Year 1 students will receive a bespoke induction timetable which will incorporate the PSY induction along with additional INTO induction activities.

### **2.2 Who is responsible for arranging library accounts, IT accounts and Blackboard enrolment?**

IT and library accounts will be assigned by INTO UEA at the beginning of the course. INTO UEA will enrol students on the INTO UEA modules, while PSY will enrol students (as visitors) on the remaining Blackboard modules (RDA I and II) – PSY will also enrol INTO International Year 1 staff (The Programme Manager, Pathway Co-ordinator and tutors) on relevant year 1 PSY Blackboard modules to enable easy access to course materials for further scaffolding for international students in INTO classes.

### **2.3 How will the provision for the International Year 1 students impact upon PSY lectures and seminars?**

It is envisaged that ESSP tutors will attend UEA psychology module lectures (purely in a note-taking and observation capacity), to enable them to scaffold the material covered in subsequent ESSP classes for International Year 1 students. International Year 1 students will attend all RDA 1 and 2 sessions alongside direct entry international and home students. INTO's ESSP tutors will not attend PSY seminars or workshops, but may review the material covered in seminars and workshops in the ESSP classes according to student request or PSY staff recommendation.

#### **2.4 Who will assign a pastoral tutor?**

INTO UEA will assign a pastoral tutor to International Year 1 students (which will be one of their ESSP teachers), and PSY will also assign a personal tutor (specifically for academic concerns relating to PSY modules).

#### **2.5 Who will monitor attendance?**

PSY will monitor attendance in PSY lectures and seminars, INTO UEA will monitor attendance in INTO UEA sessions. Attendance warnings and any eventual referrals to the senate disciplinary committee will be handled by INTO UEA (with PSY being copied in on any correspondence).

#### **2.6 Where do International Year 1 students hand in work?**

Option 1: Students will submit PSY assignments in PSY alongside direct entry students, however, any INTO module assignments must be submitted at INTO UEA.

Option 2: Alternatively, students submit assignments at INTO UEA (who retain a copy for English language and structural feedback) with relevant assignments then passed on to PSY.

#### **2.7 What happens if International Year 1 students hand in work late?**

INTO UEA's late submission policies are the same as those for direct entry PSY year 1 students.

#### **2.8 In the case of academic appeals, who do International Year 1 students appeal to?**

Students appeal to INTO UEA as they are registered as INTO students, INTO UEA will then pass on any relevant concerns or documentation to PSY who will review marks in the case of PSY coursework. INTO UEA will review any INTO assignment marks that are appealed, and keep PSY informed of the outcome.

#### **2.9 What will happen in cases of plagiarism or academic misconduct?**

INTO UEA's plagiarism rules will apply (formative and summative period) as students are registered as INTO students. PSY will be copied in on all correspondence and kept informed of any concerns.

#### **2.10 What will happen in cases of disciplinary hearings arising from poor behaviour?**

Students will be dealt with under INTO UEA's rules, initially by the Programme Manager, PSY will be copied in on all correspondence and kept informed of any concerns.

#### **2.11 What happens if International Year 1 students wish to lodge a complaint or have concerns?**

INTO UEA's procedures should be followed, and proceedings will be communicated to PSY. In the first instance, students should speak to their INTO pastoral tutor, then the programme manager, then the Academic Director. Students may also approach their PSY academic personal tutor if they feel this is more appropriate.

#### **2.12 How will International Year 1 student representation be dealt with?**

A student representative will be voted in / appointed, and a student rep meeting will be arranged with the International Year 1 Programme Manager / Pathway Co-ordinator so feedback can be passed on, on behalf of the group (with particular reference to the INTO modules.) The minutes of these meetings will be made available to PSY. Students can pass on feedback about their PSY modules to their PSY student rep, who will report to the PSY's SSLC (Staff and Student Liaison Committee - a copy of the minutes will be shared with INTO).

#### **2.13 What happens if International Year 1 students wish to withdraw?**

In the first instance, students will inform their pastoral tutor/ the programme manager, and this will be communicated to PSY, counselling/ advice can be arranged as appropriate. All discussions will be communicated to PSY and students can be offered extra language support or pastoral support, if it is felt that either of these areas are the source of their difficulties.

### **Section 3: Approaching the end of the course:**

#### **3.1 What are the exam board arrangements?**

PSY's existing board of examiners will be responsible for PSY modules, and INTO UEA's existing exam board will be responsible for INTO modules. See page 6 of the programme specification for further details. INTO will need to appoint a new external examiner for the 4 INTO Psychology modules, and the existing English and Study Skills external examiner can be approached to review the English and Study Skills module.

### **3.2 What happens if International Year 1 students have problems progressing to year 2 in PSY?**

Students should contact UEA's International Progressions Team, who will be able to offer advice and liaise with PSY, or other departments if students are not able to meet the conditions of their PSY offer / progression requirements.

### **3.3 What happens if International Year 1 students cannot progress to UEA?**

Helena Martin, INTO UEA's Placements Manager will be able to assist students who wish to apply to another university through UCAS or with direct applications to other institutions.

### **3.4 Who do International Year 1 students provide feedback to at the end of the Diploma?**

Students fill out PSY feedback forms for PSY modules (these can be administered by INTO and passed on to PSY if needed), and an INTO feedback form for the INTO modules.

### **3.5 What happens when International Year 1 students progress to year 2?**

Students who fulfil the progression criteria and progress to year 2 will be treated exactly the same as direct entry students who continue into year 2, INTO's ESSP and pastoral support will not continue into year 2. However, to enable effective tracking of student progress, and to enable comparison with direct entry international students and scores across the course, former International Year 1 students' results, as well as direct entry international students' results, will be shared with INTO UEA at the end of years 1, 2 and 3. This is primarily to enable potential areas of improvement to be identified and amendments made to the International Year 1 course where relevant.

Former International Year 1 students will also be given the opportunity to take part in INTO marketing activities if they wish (feature in brochures, in online videos, *etc.*).

### **3.6 What qualification will International Year 1 students graduate with?**

International Year 1 students will receive the UEA International Diploma in Psychology upon successful completion of Year 1. Upon successful completion of years 2 and 3, students will be awarded a BSc in Psychology, this final qualification will not differ from that awarded to direct entry students.

### **3.7 Will International Year 1 students have any relationship with INTO once they enter year 2?**

Apart from aforementioned optional marketing activities, the only scheduled contact will be an informal meeting with PSY and INTO UEA to take place in December 2017 / January 2018 during which students can reflect on how the International Year 1 has equipped them for independent year 2 study, with the benefit of having spent 1 semester “going it alone” in year 2 of PSY, to enable INTO and PSY to make improvements to the International Year 1 course based on this feedback, that may help the 2017-18 intake of International Year 1 students.