

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

| Course name | Course code <i>note PS</i> | Year |
|-----------------------------------|----------------------------|--------|
| BSc Psychology | U1C800302 | 2016/7 |
| BSc Psychology with a Year Abroad | U1C80A401 | |

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

| | | | | |
|---|-----------------------|---|--|---|
| S1 | a | SCHOOL(S) OF STUDY | PSY | |
| <i>note S1c</i> | b | FACULTY or FACULTIES | SSF | |
| | c | JOINT COURSE? (ie owned/taught by more than one School) | YES | |
| | | | NO | X |
| | d | NAME OF COURSE DIRECTOR (Home School) | DR. VICTORIA SCAIFE | |
| | e | NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only) | N/A | |
| S2 | a | COURSE TITLE | PSYCHOLOGY AND PSYCHOLOGY WITH A YEAR ABROAD | |
| | b | COURSE CODE | U1C800302 & U1C80A401 | |
| <i>note S2c & S2d</i> | c | AWARD | BSc (Hons) | |
| | d | EXIT AWARD(S) AND TITLE(S) | Certificate of Higher Education Diploma of Higher Education | |
| | e | FULL/PART-TIME (please specify) | FULL TIME | |
| | f | LOCATION (UEA Norwich, Distance Learning) | UEA Norwich | |
| | g | AVAILABLE FROM: | SEPTEMBER 2013 | |
| S3 <i>note S3a</i> <i>note S3b</i> | a | PROFESSIONAL AWARD (if any) | | |
| | b | ACCREDITING/VALIDATING BODY (if relevant) | British Psychological Society (BPS) | |
| | | Website (URL) | http://www.bps.org.uk/ | |
| | | Date when accreditation/validation may take place | Currently accredited | |
| S4a <i>note S4a</i> | LEVEL | Sub-degree (e.g. Cert. Dip.) | 4 (Cert) 5 (Dip) | |
| | | Undergraduate | 6 | |
| | | Integrated Masters | | |
| | | Masters | | |
| | | Other postgraduate (please specify) | | |
| S4b <i>note S4b</i> | FHEQ STATEMENT | Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ) | Students study 120 credits per year of study: at level 4 in year one, level 5 in year two and level 6 in year three. | |
| S5 <i>note S5a</i> | a | DURATION (years or months) | 3 Years | |

| | | | | | | |
|----------------------------------|---|---|--|--|----|---|
| <i>note</i> S5b | b | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full time | | | |
| S6 <i>note</i> S6 | PLACEMENT(S)/WORK-BASED LEARNING REQUIRED | | YES | | NO | X |
| | | | If YES, does this conform with the UEA's code of practice on placements? | | | |
| S7 <i>note</i> S7 | RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these | | Psychology (2007) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf British Psychological Society Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology. October 2014. This document shows how QAA benchmarks are linked with BPS standards http://www.bps.org.uk/system/files/Public%20files/PaCT/undergraduate accreditation 2014 web.pdf The way in which the Programme Specification aligns with the benchmark statements can be further evidenced by the specific content, level and learning outcomes of the modules on offer | | | |
| S8 <i>note</i> S8 | ENTRY REQUIREMENTS | | ABB | | | |
| S9 | JACS Subject Level Code(s) Consult Planning Office | | | | | |
| S10 | UCAS ADMISSION CODE / COURSE CODE Consult Planning Office | | | | | |
| S11 <i>note</i> S11 | FURTHER INFORMATION (web link to further information) | | | | | |
| S12 | COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes | | | | | |
| <i>note</i> S12 | <p>The BSc Psychology degree, accredited by the British Psychological Society, provides a rigorous approach to psychology, complemented by social and applied perspectives on human behaviour and experience.</p> <p>The degree programme has a central core of psychology, giving you exposure to a range of theoretical ideas and research evidence from a variety of fields, including:</p> <ul style="list-style-type: none"> • developmental psychology • social psychology • cognitive psychology • biological psychology • the study of personality and individual differences • conceptual and historical issues in psychology • research design and analysis <p>Our approach reflects the growing consensus within the field that human behaviour is best understood as the interaction of nature and nurture, biology and culture, and</p> | | | | | |

genes and environment.

We encourage the bridging of conventional disciplinary boundaries, enabling you to explore and analyse the complex psychological processes found in contemporary life. Throughout this course you will be able to develop your own psychological understanding, integrating ideas from the diverse range of behavioural and social theories you will encounter. You will learn to relate psychological theories to real world experience and activities, and explore how psychological scholarship and research can be used in practical situations.

Course Structure

The academic year consists of two 12-week semesters. A typical module is taught through two lectures and about one seminar per week. While lectures are attended by all students taking a specific module, seminars are held in smaller groups where you can interact more directly with the tutor and your peers to and address and discuss different topics.

Year 1

In your first year you will study three compulsory modules which will make up your core learning, providing you with a platform upon which you can develop your psychological knowledge.

You will encounter a wide variety of topics, from child development to linking the study of the individual to society. The research module will introduce you to subject specific methods in the study of psychology, as you begin to develop research skills and a critical perspective.

Year 2

The second year follows a similar structure to the first year, with compulsory modules designed to develop your understanding of different branches of psychology. An advanced module in research methods aims to consolidate your knowledge of research design, qualitative analysis and statistics.

Alongside this you will have the opportunity to choose an optional module from a published list which may be a Psychology module (enabling you to develop your applied understanding of a variety of branches of psychology) or an option from outside the school which may be relevant to your career or other interests (e.g. a marketing or advanced language module) .

Year 3

In the final year you will complete a substantial research project, reflecting your intellectual interests and career aspirations. You will be supported by a supervisor with expertise in your area of research, helping you to use your research skills to plan and produce a research project drawing on a specific form of data gathering and analysis. This could be focused on interviewing, survey work and/or experimental design, both within the laboratory and in applied contexts.

You will also select a number of optional modules from a wide range of psychology subjects, designed to give you specialist knowledge.

Assessment

A range of assessment methods are used to monitor your progress, including

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|--|---|
| | coursework, reports, essays, projects, presentations, timed tests and examinations. There are both compulsory and optional elements to promote a combination of breadth and depth, core knowledge and creativity. |
|--|---|

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

| | | | | | |
|------------|--|-----|---|----|---|
| AC1 | COURSE MANAGEMENT INFORMATION | | | | |
| AC1.1 | REGULATORY FRAMEWORK | | | | |
| | Undergraduate Regulations (including Integrated Masters) | | | X | |
| | Postgraduate Taught Regulations | | | | |
| | Graduate Diplomas | | | | |
| | PGCE | | | | |
| AC1.2a | Is the course as a whole assessed on a pass/fail basis? | YES | | NO | X |
| AC1.2b | Are any modules assessed on a pass/fail basis? | YES | X | NO | |
| AC1.2c | If so, how many modules and what is the credit volume for each module? | | | | |
| | PSY-5001Y – Year Abroad – 20 Credits. Only for U1C80A401. | | | | |

| | | | | | |
|--|--|----------------|------------|-------------------------|---------------------------------|
| AC2 <i>note</i> AC2.1 | YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) | | | | |
| Please select only from the permitted options - see UG/PGT regulations | | | | | |
| Stage <i>Note AC2.2</i> | Level | Year of course | Weightings | Progression requirement | Exit Award <i>Note AC2.3</i> |
| Stage 1 | Level 4 | 1 | | As per BIM progression | Cert HE |
| Stage 2 | Level 5 | 2 | 40 | As per BIM progression | |
| Year Abroad / in Industry | | Y | 0 | Pass | |
| Stage 3 | Level 6 | 3 | 60 | As per BIM progression | Diploma |

| | |
|------------|--|
| AC3 | BOARD OF EXAMINERS |
| AC3.4 | EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners) |
| | (For Admin use only – to be added by LTS Web Administrator) |

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

note PS1

Course: Psychology (Bsc) (U1C800302)

School: Psychology

Director: Dr Victoria Scaife

Year 1U

All first year modules are reserved for undergraduate Psychology students.

Compulsory Modules (120 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|---|------------|---------|--------|----------------------------|
| PSY-4001Y | RESEARCH DESIGN AND ANALYSIS I | WW | 40 | YEAR | "C7*C8, C1/C2/C3/E1/E2/E3" |
| PSY-4002Y | SELF AND SOCIETY | CW | 40 | YEAR | "D6*D8,A6/A7" |
| PSY-4003Y | PSYCHOLOGY OF THE INDIVIDUAL: Development, Personality, Brain and Cognition | WW | 40 | YEAR | "B2*E4,C1/C2/C3/E1/E2/E3" |

Year 2U

Compulsory Modules (100 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--|------------|---------|--------|---|
| PSY-5003Y | RESEARCH DESIGN AND ANALYSIS II | WW | 40 | YEAR | C6*C7,C1*C2/C3*D4*/E1*E2/E3*A4 |
| PSY-5001B | PSYCHOLOGY: COGNITION, BIOLOGY AND INDIVIDUAL DIFFERENCE | WW | 30 | SEM2 | B1*B2*A6*A7*B5*B6,C1*C2/C3*D4/E1*E2/E3*A4 |
| PSY-5002A | PSYCHOLOGY: SOCIAL, DEVELOPMENTAL AND CONCEPTUAL AND HISTORICAL ISSUES | CW | 30 | SEM1 | B1*B2*D1*D2*A6*A7,C1*C2/C3*D4/E1*E2/E3*A4 |

Options Range A

Option Range A modules are subject to availability (i.e. timetable and enrolment levels). Students must ensure that a module chosen from this range does not have a timetable clash with modules in other ranges. If you would like to study a module offered by another School which is not listed below then please speak to the Course Director.

Students will select 20 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|---------------------------------|------------|---------|--------|-----------------|
| CMP-5020B | PROGRAMMING FOR NON-SPECIALISTS | WW | 20 | SEM2 | B3*E4,C5*C6 |
| DEV-5001A | GENDER AND | CW | 20 | SEM1 | "A3*B4,A5*A6,U" |

| DEVELOPMENT | | | | | | |
|---------------------------|---|----|----|------|-----------------------------------|--|
| EDUB5012A | EDUCATIONAL PSYCHOLOGY | CW | 20 | SEM1 | C1*C2,D4*D5/D6*D7 | |
| HIS-4004B | WITCHCRAFT, MAGIC AND BELIEF IN EARLY MODERN EUROPE | WW | 20 | SEM2 | D5,E3,U | |
| LDCC5004B | CREATIVE WRITING: INTRODUCTION (SPR) | CP | 20 | SEM2 | B9*B10/U | |
| PPLP4062A | PHILOSOPHICAL PROBLEMS | CW | 20 | SEM1 | E2*C8,U,C4 | |
| PPLX4051A | SOCIAL AND POLITICAL THEORY | CW | 20 | SEM1 | E4*C6,D1/D2/B4/E1/E2/E3/A4/A5/A6/ | |
| PSY-5007Y | APPLIED PSYCHOLOGY | CW | 20 | YEAR | D5*D6,D7/D8 | |

Year 3U

Compulsory Modules (40 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|------------------|------------|---------|--------|----------|
| PSY-6002Y | RESEARCH PROJECT | PR | 40 | YEAR | E4*D4*D5 |

Options Range A

Students will select 60-80 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--|------------|---------|--------|----------------|
| PSY-6001A | PSYCHOSOCIAL PERSPECTIVES ON FAMILY LIFE | CP | 20 | SEM1 | C6*C7*C8 |
| PSY-6003A | COGNITIVE DEVELOPMENT | CW | 20 | SEM1 | D6*D7*D8 |
| PSY-6004A | PSYCHOLOGY OF RISK | CW | 20 | SEM1 | A6*A7*A8 |
| PSY-6005B | PSYCHOLOGY OF SUBSTANCE USE | CW | 20 | SEM2 | D6*D7*D8 |
| PSY-6007A | FORENSIC PSYCHOLOGY | CW | 20 | SEM1 | "E1*E2, E3/A4" |
| PSY-6009A | BRAIN AND COGNITION | CW | 20 | SEM1 | B1*B2*B3 |
| PSY-6010B | SOCIAL AND AFFECTIVE NEUROSCIENCE | EX | 20 | SEM2 | B1*B2*B3 |
| PSY-6011B | THE SCIENCE OF RELATIONSHIPS | CW | 20 | SEM2 | C6*C7*C8 |
| PSY-6013B | PSYCHOLOGY OF MENTAL HEALTH | CW | 20 | SEM2 | "E1*E2,E3/A4" |
| PSY-6014A | SOCIAL COGNITION AND SOCIAL IDENTITY | CW | 20 | SEM1 | C1*C2*C3 |
| PSY-6015B | PSYCHOLOGY OF LANGUAGE | CW | 20 | SEM2 | C1*C2*C3 |

Options Range B

Option Range B modules are subject to availability (i.e. timetable and enrolment levels). Students must ensure that a module chosen from this range does not have a timetable clash with modules selected from other ranges. If you would like to study a module offered by another School which is not listed below then please speak to the Course Director.

Students will select 0-20 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|--------|-------------|------------|---------|--------|----------|
|--------|-------------|------------|---------|--------|----------|

| | | | | | |
|---------------------------|---|----|----|------|-----------------------------|
| AMAM6077A | TEENAGE KICKS: MEDIA, YOUTH AND SUBCULTURE | CW | 20 | SEM1 | E8*C9*C10,A1*A2*D3/B5*B6*B7 |
| DEV-5001A | GENDER AND DEVELOPMENT | CW | 20 | SEM1 | "A3*B4,A5*A6,U" |
| EDUB5012A | EDUCATIONAL PSYCHOLOGY | CW | 20 | SEM1 | C1*C2,D4*D5/D6*D7 |
| EDUB6002B | MEDIA, CULTURE AND LEARNING | CW | 20 | SEM2 | D1*D2,B4*E5 |
| LDCC5004B | CREATIVE WRITING: INTRODUCTION (SPR) | CP | 20 | SEM2 | B9*B10/U |

Course: Social Psychology (Bsc Year Abroad) (U1C88A401)

School: Psychology

Director: Dr Victoria Scaife

Year 1U

All first year modules are reserved for undergraduate Psychology students.

Compulsory Modules (120 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|---|------------|---------|--------|----------------------------|
| PSY-4001Y | RESEARCH DESIGN AND ANALYSIS I | WW | 40 | YEAR | "C7*C8, C1/C2/C3/E1/E2/E3" |
| PSY-4002Y | SELF AND SOCIETY | CW | 40 | YEAR | "D6*D8,A6/A7" |
| PSY-4003Y | PSYCHOLOGY OF THE INDIVIDUAL: Development, Personality, Brain and Cognition | WW | 40 | YEAR | "B2*E4,C1/C2/C3/E1/E2/E3" |

Year 2U

Compulsory Modules (100 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--|------------|---------|--------|---|
| PSY-5003Y | RESEARCH DESIGN AND ANALYSIS II | WW | 40 | YEAR | C6*C7,C1*C2/C3*D4*/E1*E2/E3*A4 |
| PSY-5002A | PSYCHOLOGY: SOCIAL, DEVELOPMENTAL AND CONCEPTUAL AND HISTORICAL ISSUES | CW | 30 | SEM1 | B1*B2*D1*D2*A6*A7,C1*C2/C3*D4/E1*E2/E3*A4 |
| PSY-5001B | PSYCHOLOGY: COGNITION, BIOLOGY AND INDIVIDUAL DIFFERENCE | WW | 30 | SEM2 | B1*B2*A6*A7*B5*B6,C1*C2/C3*D4/E1*E2/E3*A4 |

Options Range A

Option Range A modules are subject to availability (i.e. timetable and enrolment levels). Students must ensure that a module chosen from this range does not have a timetable clash with modules in other ranges. If you would like to study a module offered by another School which is not listed below then please speak to the Course Director

Students will select 20 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|---------------------------------|------------|---------|--------|-------------------|
| CMP-5020B | PROGRAMMING FOR NON-SPECIALISTS | WW | 20 | SEM2 | B3*E4,C5*C6 |
| DEV-5001A | GENDER AND DEVELOPMENT | CW | 20 | SEM1 | "A3*B4,A5*A6,U" |
| EDUB5012A | EDUCATIONAL PSYCHOLOGY | CW | 20 | SEM1 | C1*C2,D4*D5/D6*D7 |

| | | | | | |
|---------------------------|---|----|----|------|-----------------------------------|
| HIS-4004B | WITCHCRAFT, MAGIC AND BELIEF IN EARLY MODERN EUROPE | WW | 20 | SEM2 | D5,E3,U |
| LDCC5004B | CREATIVE WRITING: INTRODUCTION (SPR) | CP | 20 | SEM2 | B9*B10/U |
| PPLP4062A | PHILOSOPHICAL PROBLEMS | CW | 20 | SEM1 | E2*C8,U,C4 |
| PPLX4051A | SOCIAL AND POLITICAL THEORY | CW | 20 | SEM1 | E4*C6,D1/D2/B4/E1/E2/E3/A4/A5/A6/ |
| PSY-5007Y | APPLIED PSYCHOLOGY | CW | 20 | YEAR | D5*D6,D7/D8 |

Year YU

Compulsory Modules (120 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|-------------|------------|---------|--------|----------|
| PSY-5001Y | YEAR ABROAD | CW | 120 | YEAR | U |

Year 3U

Compulsory Modules (60 credits)

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--------------------------------------|------------|---------|--------|----------|
| PSY-6002Y | RESEARCH PROJECT | PR | 40 | YEAR | E4*D4*D5 |
| PSY-6014A | SOCIAL COGNITION AND SOCIAL IDENTITY | CW | 20 | SEM1 | C1*C2*C3 |

Options Range A

Students will select 40-60 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--|------------|---------|--------|----------------|
| PSY-6001A | PSYCHOSOCIAL PERSPECTIVES ON FAMILY LIFE | CP | 20 | SEM1 | C6*C7*C8 |
| PSY-6003A | COGNITIVE DEVELOPMENT | CW | 20 | SEM1 | D6*D7*D8 |
| PSY-6004A | PSYCHOLOGY OF RISK | CW | 20 | SEM1 | A6*A7*A8 |
| PSY-6005B | PSYCHOLOGY OF SUBSTANCE USE | CW | 20 | SEM2 | D6*D7*D8 |
| PSY-6007A | FORENSIC PSYCHOLOGY | CW | 20 | SEM1 | "E1*E2, E3/A4" |
| PSY-6009A | BRAIN AND COGNITION | CW | 20 | SEM1 | B1*B2*B3 |
| PSY-6010B | SOCIAL AND AFFECTIVE NEUROSCIENCE | EX | 20 | SEM2 | B1*B2*B3 |
| PSY-6011B | THE SCIENCE OF RELATIONSHIPS | CW | 20 | SEM2 | C6*C7*C8 |
| PSY-6013B | PSYCHOLOGY OF MENTAL HEALTH | CW | 20 | SEM2 | "E1*E2,E3/A4" |
| PSY-6015B | PSYCHOLOGY OF LANGUAGE | CW | 20 | SEM2 | C1*C2*C3 |

Options Range B

Option Range B modules are subject to availability (i.e. timetable and enrolment levels). Students must ensure that a module chosen from this range does not have a timetable clash with modules selected from other ranges. If you would like to study a module offered by another School which is not listed below then please speak to the Course Director
Students will select 0-20 credits from the following modules:

| Module | Description | Assessment | Credits | Period | Sub-slot |
|---------------------------|--|------------|---------|--------|-----------------------------|
| AMAM6077A | TEENAGE KICKS: MEDIA, YOUTH AND SUBCULTURE | CW | 20 | SEM1 | E8*C9*C10,A1*A2*D3/B5*B6*B7 |
| DEV-5001A | GENDER AND DEVELOPMENT | CW | 20 | SEM1 | "A3*B4,A5*A6,U" |
| EDUB5012A | EDUCATIONAL PSYCHOLOGY | CW | 20 | SEM1 | C1*C2,D4*D5/D6*D7 |
| EDUB6002B | MEDIA, CULTURE AND LEARNING | CW | 20 | SEM2 | D1*D2,B4*E5 |
| LDCC5004B | CREATIVE WRITING: INTRODUCTION (SPR) | CP | 20 | SEM2 | B9*B10/U |

PS2 MAPPING LEARNING OUTCOMES

note PS2

| Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes | Assessment type | | | | | | | | |
|--|-----------------|------------|-------------|------|-------------------------------------|----------------------|---------------------------|-------|-------|
| | Essay | Lab report | Course test | Exam | Project/ Dissertation/ Report | Oral Presentation | Assessment of practice | Other | Other |
| RDA I (PSY-4001Y): 2a, 2h, 4b, 4ci, 4c, 4d, 4d, 4h, 4f, 4g. | | X | X | X | | | | x | |
| PSY of Individual (PSY-4003Y): 1ai, ii, iii, iv (at basic level), 3c, 3d, 3e, 4c, 4c, 4d, 4h. | X | | X | X | | | | | |
| Self & Society (PSY-4002Y): 1av (at basic level) 1d, 1e, 3e, 4a, 4d, 4d, 4h, 4i. | X | | | | X | | | | |
| Other: please give details portfolio | | | | | | | | | |

PS2 MAPPING LEARNING OUTCOMES - continued
note PS2

| Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes | Assessment type | | | | | | | | |
|---|-----------------|------------|-------------|------|-------------------------------------|----------------------|---------------------------|--------------------|-------|
| | Essay | Lab report | Course test | Exam | Project/ Dissertation/ Report | Oral Presentation | Assessment of practice | Other | Other |
| RDA II (PSY-5003Y): 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 3b, 4a, 4b, 4c, 4d, 4e, 4f, 4g. | | x(5) | | X | | | | | |
| PSY Bio, Cog & IND (PSY-5001B):: 1ai, ii, 1d, 1e, 2b, 2c, 2d, 2f, 2g, 4b, 4d. | X | | | X | | | | | |
| PSY, Social, Developmental and CHiPs (PSY-5002A): 1aiii, , v, 2c, 2d, 2f, 3a, 3c, 3f, 2g, 4a, 4b, 4d, 4j. | X | | | X | | | | | |
| Applied Psychology (PSY-5007Y) 1b, 1c, 1e, 2d, 3f, 4a, 4c, 4e, 4j | X | | | | | | | X Case Study | |
| | | | | | | | | | |
| Other: Other 1. | | | | | | | | | |

| Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR Abroad learning outcomes | Assessment type | | | | | | | | |
|--|-----------------|------------|-------------|------|-------------------------------------|----------------------|---------------------------|-------|-------|
| | Essay | Lab report | Course test | Exam | Project/ Dissertation/ Report | Oral Presentation | Assessment of practice | Other | Other |
| Year Abroad | | | | | | | | X | |
| Other: Other 1. Portfolio | | | | | | | | | |

PS2 MAPPING LEARNING OUTCOMES - continued
note PS2

| Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes | Assessment type | | | | | | | | |
|---|-----------------|------------|-------------|------|-------------------------------------|----------------------|---------------------------|-------|-------|
| | Essay | Lab report | Course test | Exam | Project/ Dissertation/ Report | Oral Presentation | Assessment of practice | Other | Other |
| Research project (PSY-6002Y): 2d, 2h, 2e, 2i, 3b, 3f, 4a, 4b, 4c, 4e, 4f, 4g, 4i. | | | | | X | | | | |
| Psychosocial Perspectives on the Family (PSY-6001A): 1b, 1c, 1e, 2d, 2f, 3f, 4a, 4c, 4j. | | | | | | | | x | |
| Cognitive Development (PSY-6003A) 1a, 1b, 1c, 3b, 4a | | | | | | | | x | |
| Psychology of Risk (PSY-6004A): 1b, 1c, 1e, 2d, 3f, 4a, 4c. | | | | | | | | x | |
| Brain and Cognition (PSY-6009A): 1b, 1c, 1e, 2d, 4a, 4c. | X | | | | | | | | |
| Psychology of Substance Use (PSY-6005B): 1b, 1c, 2d, 3f, 4a, 4c. | | | | X | | | | | |
| Forensic Psychology (PSY-6007A): 1b, 1c, 2d, 3f, 4a, 4c, 4j. | X | | | | | | | | |
| Psychology of Mental Health (PSY-6013B): 1b, 1c, 1e, 3f, 2d, 4a, 4c, 4e, 4j. | x | | | | | | | x | |
| Social and Affective Neuroscience (PSY-6010B) 1b, 1c, 2d, 3f, 4a, 4c. | | | | X | | | | | |
| Psychology of Language (PSY-6015B): 1b, 1c, 3f, 2d, 4a, 4c, 4j. | X | | | | | | | | |
| Social Cognition and Social Identity (PSY-6014A): 1b, 1c, 1e, 2d, 2f, 3a, 4a, 4c, 4e. | | | | | | | | x | |
| The Science of Relationships (PSY-6011B): 1b, 1c, 2d, 4a, 4c, 4j. | X | | | | | | | | |

Other: Other 1. Briefing paper; Critical Review; Literature Review or Research Proposal; case study

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?

note PS3.1

In terms of curriculum design, the BPS qualifying curriculum (reflecting QAA benchmarking criteria) around content and skills is central to the broad ethos, as well as the specific structuring, of our BSc Psychology degree. We deliver and assess all of the core areas that map directly onto the BPS qualifying curriculum. All core key areas are delivered and assessed as specified in the 2012/now2014 accreditation guidance documents.

Students are introduced to research methods and analysis (focusing on quantitative approaches) at level 4 in RDA I; this provides a broad foundational basis for in depth study of research methods and analysis (both quantitative and qualitative) at level 5 in RDA II. The independent empirical project is at level 6 and must be passed; it cannot be condoned or compensated. All other core areas (biological, cognitive, developmental, individual differences, social) are introduced at level 4, and coverage at level 5 then builds on these foundations with more detailed, in-depth study. Conceptual and historical issues are delivered and assessed at Level 5, but are also considered somewhat at Level 4 within other modules (e.g. the Self and Society module includes a lecture on historical developments in social psychology). In addition to our basic core compulsory coverage (which includes all areas of the GBR qualifying curriculum) students can also choose an additional 1x20 credit option at level 5 (from a selection of 3 psychology modules) and 4x20 credit options at level 6 (from a selection of 10 psychology modules). This structuring allows students to further broaden and deepen their knowledge and skill sets (especially at level 6) through taking speciality psychological modules that reflect the core research strengths of the school.

The BSc programme exceeds the minimum 180 credit Psychology requirement. Our core compulsory Psychology modules provide 260- credits-worth of the core BPS curriculum (120 in year 1; 100 in year 2; and 40 in year 3); also, across levels 5 and 6 combined, students must take a minimum of 60 credits in optional modules that are Psychology options from the School's menu (although they can take up to 100 credits to complete the programme, and most do; up to 40 credits of non-Psychology modules can be taken across levels 5 and 6 combined and this is in accordance with the UEA's principles on defined free choice).

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?

*note
PS3.2*

The Psychology undergraduate programmes have implemented early opportunities for feedback across the programmes. The Course Director tracks these opportunities so that students are receiving feedback early and regularly throughout all three years of the programmes. The courses will continue to build on its already robust tracking and use of formative assessment.

A detailed feedback map for each modules within the courses is available upon request.

| PS4 | | EXAMINATIONS | | note PS4 |
|---|--|--------------|--|----------|
| | | Written | Practical (e.g. OSCES and OSPES) | |
| How many modules will include an exam element? | | 5 | | |
| How many hours of exams are there in Stage 1? | | 4 | | |
| How many hours of exams are there in Stage 2? | | 6 | | |
| How many hours of exams are there in Stage 3? | | 2 | | |
| How many hours does the programme (as a whole) include? | | 12 | | |

| PS5 | | EQUALITY & WIDENING PARTICIPATION | | note PS5 |
|-------|--|--|--|----------|
| PS5.1 | How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants? | <p>The School has a long history of seeking to attract to the programme students from a wide range of different backgrounds. Our admissions tutor leads on this and works in close liaison with local colleges and schools as well as with central services seeking to widen access. Members of staff have, and do, engage actively in local, national and international outreach activities (e.g. the Aim Higher and Gifted and Talented schemes, Athena Swan activity) We hold regular open and visit days for prospective students, both during the normal working week and at weekends. The admissions tutor has also been at the forefront of developing the School of Psychology's International Summer School which further contributes towards widening access to international students. These activities, along with our robust personal advisory system, and quality management and control processes, all help to ensure that students from many different walks of life and backgrounds are not only encouraged to consider studying for a BSc Hons. Psychology degree at the UEA, but are also appropriately welcomed and supported once enrolled.</p> | | |
| PS5.2 | What steps have been taken to ensure an inclusive curriculum? | <p>Students on the course are offered a range of assessment items across modules and a diversity of teaching and learning approaches. In terms of curriculum design, the BPS qualifying curriculum (reflecting AQA QAA? benchmarking criteria) around content and skills is central to the broad ethos, as well as the specific structuring, of our BSc Psychology degree. We deliver and assess all of the core areas that map directly onto the BPS qualifying curriculum. All core key areas are delivered and assessed as specified in the 2012(now 2014) accreditation guidance document http://www.bps.org.uk/system/files/Public%20files/PaCT/undergraduate accreditation_2014_web.pdf</p> <p>As part of our PsychX extracurricular programme we have run very successful Leminars (these are student led, informal sessions, designed to provide Psychology students with extra advice and support. As per the name, the style of the sessions is a mix between a lecture and a seminar). The Leminar series is currently supported by a dedicated Masters student paid as an Associate Tutor, and they are broadly run along peer</p> | | |

| | |
|-------|--|
| | <p>assisted learning (PAL) principles providing the opportunity for students to discuss and learn from each other about issues relating to the curriculum. Sessions are led by student members of the 'Leminar Steering Group'. This group is made up of various 1st, 2nd, and 3rd Year students who work alongside the PG student and lecturing staff to set-up and deliver the sessions. The sessions are for students, with students deciding the structure, topics through social media groups. Leminars take place regularly (e.g. every week throughout the semesters and at present, they are designed so that one week is targeted primarily at Year 1 students, (led by year 2 students) and the following week, Year 2 student (led by year 3 students). These sessions enable and encourage regular dialogue across year groups, and also provide second and third years with valuable additional presenting and communicative experience within a supportive peer environment.</p> |
| PS5.3 | <p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <p>Within the School of Psychology, pastoral support for students is taken extremely seriously and we have a robust personal advisory system, overseen by the senior advisor in conjunction with the course director. This system is backed up as appropriate by support from central services (e.g. the Learning and Teaching Service [LTS], and the Dean of Students Office [DoS]). The School has a specific Disability Liaison officer who works in liaison with particular students, their advisors, the course director, the director of teaching and learning, plus disability services and the Learning Enhancement Team (LET) within the Dean of Students Office. Relationships between staff and students are warm and respectful and we have a developed regular programme of social activity to help both maintain and further nurture the community spirit. Our student society Psych-Soc has organised a number of social events the annual Ziggurat Competition brings psychology staff and students together to compete in sporting events against other schools at UEA. We have recently held a School of Psychology party at the Norwich City Football Ground which was attended by almost all students and staff. The good quality relationships that we seek to develop with all of our students helps to ensure that there is a good level of student engagement with, and enthusiasm for, not only our core endeavours, but also for the extra-curricular opportunities that are provided through Psych-X (e.g. the Psychology talks sessions, the 'leminars', and the employability seminar series); it also helps students develop the confidence to engage robustly with our formalised quality management and control processes (e.g. staff student liaison committee).</p> |

| | | |
|------------|--|-----------------|
| PS6 | EMPLOYABILITY | <i>note PS6</i> |
| | <p>How is employability embedded into the delivery of the course?</p> <p>We work closely with the University Careers Centre and, together with our Academic Careers Adviser, we help students to choose their career path and develop their employability skills. The central UEA Careers and Employability Service supports students to reflect on their skills and aspirations and relate these to potential careers. They also give advice and run invaluable workshops on finding vacancies, interview techniques and CV compilation, plus job and higher-degree applications.</p> <p>Within the School of Psychology employability information is embedded in materials provided at module level (e.g. module guides), and further promoted through our personal advisory system (minimum meeting frequency is tri-annual). We also have a designated Employability Director who works in close liaison with appropriate Psychology Faculty (particularly the BSc Psychology Course Director, the School's Director of Teaching and Learning, and the Psych X Co-ordinator) as well as the wider university working group on employability (under the leadership of the Associate Dean for Employability). The Employability Director is responsible for organising semester 2 Psych-X sessions with invited guest speakers who are working BPS</p> | |

accredited psychologists or working in careers related to Psychology. A number of speakers this year have been former students, now in practice as e.g. Educational Psychologists, Occupational Psychologists; Clinical Psychologists, Forensic Psychologists, Health Psychologists, and a BACCP accredited NHS High Intensity Cognitive Behavioural Therapist. All of these sessions have been very well attended and highly rated by students. The sessions culminated in a final 'Question Time' style panel chaired by the Employability Director in which students were able to question a selection of panel members on all aspects of employability and careers in psychology.

We have a vibrant internship programme that currently contains two funding streams that provide summer internships for students between their second and third year. First, members of staff apply to either EPS or the BPS summer fellowship schemes, and if successful, the student is funded by the external organization. Second, the department has an internal funding scheme that provides at least 2-3 internships to outstanding students to work on a research project with a member of staff. Both avenues provide approximately £2000 for 8-10 weeks of part-time employment. The goal of the internships is to give students the opportunity to obtain hands on research experience prior to their third year dissertation, and possibly a conference presentation or a co-authored peer-reviewed journal article. We are additionally especially proud of our 'Dragon's Den' style residential weekend (under the leadership of Professor Kenny Coventry) in which undergraduate and postgraduate students compete to win a prize for Psychological Entrepreneurship.

KEY INFORMATION SET (KIS) DATA

| KIS | KEY INFORMATION SET data (undergraduate courses only) | | | | | | | <i>Note KIS</i> |
|-------------|--|--------|--------|--------|--------|--------|--------|------------------|
| KIS1 | Quantitative KIS data | | | | | | | <i>Note KIS1</i> |
| | | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| 1.1 | Percentage of assessment by written exams | | 25 | 52 | 50 | | | |
| 1.2 | Percentage of assessment by practical exams | | 0 | 0 | 0 | | | |
| 1.3 | Percentage of assessment by coursework | | 75 | 48 | 50 | | | |
| 1.4 | Percentage of time in scheduled learning and teaching activities | | 12 | 28 | 15 | | | |
| 1.5 | Percentage of time in guided independent study | | 88 | 72 | 85 | | | |
| 1.6 | Percentage of time on placements | | 0 | 0 | 0 | | | |
| KIS2 | Professional Accreditation | | | | | | | <i>Note KIS2</i> |
| 2.1 | Name of accrediting body (if applicable) | | | | | | | |
| | British Psychological Society | | | | | | | |
| 2.2 | Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL. | | | | | | | |
| | <p>The degree is accredited by the British Psychological Society (BPS) as conferring eligibility for graduate membership and for the graduate basis for chartered membership, (GBC) of the Society.</p> <p>http://www.bps.org.uk/</p> | | | | | | | |
| 2.3 | Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined. | | | | | | | |
| | Accreditation is not dependent on specific module choices as all of the core BPS modules are compulsory. Eligibility for BPS GBC is based upon successful completion of the programme graduating with at least lower second class honours. | | | | | | | |

| UP1 Programme Specification Update Record | | | | | | |
|---|---|--------------------|--------|--------|--------|--------|
| Faculty | SSF | | School | | PSY | |
| Academic Year | 2014/5 | 2015/6 | 2016/7 | 2017/8 | 2018/9 | 2019/0 |
| Degree Award (e.g. BSc/MA) | BSc | | | | | |
| Course Title(s) | Psychology Psychology with a Year Abroad | | | | | |
| Course Code(s) | U1C800302 U1C80A401 | | | | | |
| Has the KIS data been changed? | Yes/No | No | | | | |
| Course Director sign off | Name | Dr Victoria Scaife | | | | |
| | Date | 04/03/16 | | | | |

| IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY | | |
|---|------------------------|------|
| ACTION | DATE | Name |
| Course Profile updated in Evision (LTS Team Leader) | | |
| Programme Specification placed in shared drive folder (LTS Team Leader) | | |
| Web link to External Examiner information added (LTS Web Administrator) | | |
| Programme Specification uploaded onto website (LTS Web Administrator) | | |
| Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator) | | |
| Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence) | PSY14UG001 | |
| Full route code(s) covered by this Programme Specification (LTS Team Leader) | U1C800302 U1C80A401 | |