

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Biology and Psychology Mathematics and Psychology Nutrition and Psychology
5	UCAS/Programme Code	CC18, CG81, BC48
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Psychology
8	FHEQ Level	Honours
9	Date written/revised	August 2013

10 Programme Aims

This specification for component subject in a Joint Honours in Science Programme must be read in conjunction with the over-arching Joint Honours Programme Specification and one other component subject specification in combinations as outlined above.

The programme aims:

- A to provide a 50% component of a joint honours degree which gives a balanced view of psychological theory.
- B to recruit able and well-motivated students.
- C to provide knowledge and understanding of the theoretical and empirical basis of the major areas of contemporary psychology.
- D to develop students' intellectual and key skills relevant to work in a wide variety of careers.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for psychology.

Knowledge and Understanding

On completing the programme students will have gained and be able to demonstrate:

- A1 Knowledge and understanding of the basic processes, theories and research methods in the main areas of psychology.
- A2 Knowledge and understanding of the core areas of psychology and their inter-linkages, i.e. cognitive psychology, perception, learning and memory, personality and individual differences, intelligence, social psychology, developmental psychology, biological psychology and conceptual issues.
- A3 An awareness of selected current developments in psychology and an appreciation of the broader impact these may have on society and the ability to apply such knowledge.

Teaching and Learning Methods
The primary method of imparting knowledge and understanding is lectures, supplemented by handouts and supported by tutorials or seminars (A1, A2, A3). Students are encouraged to supplement taught material with independent reading and are provided with reading lists to guide them in this. Essay writing, practice at multiple choice questions, and seminars aid the development of knowledge and understanding.
Assessment Strategy
Assessment is by means of formal unseen written examinations (essay, MCQs and short answers) and course work. Most second and third year modules include coursework, and essays are assessed both formatively and summatively. Feedback on both form and content informs and encourages students' progress and self-monitoring. Several Stage 3 modules now have an assessed class presentation component to develop communication skills.
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1 Gather information from a variety of sources. B2 Understand and apply theoretical concepts. B3 Critically evaluate arguments and evidence. B4 Understand and consider critical issues in psychology and articulate arguments and points of view in relation to these.</p>
Teaching and Learning Methods
Initially, students are introduced to many of the principles underlying cognitive skills through the lectures, where the different views and critical issues surrounding particular areas of psychology are introduced. Following this, intellectual skills (B1-B4) are acquired further and developed through tutorials seminars, and coursework essays. Specifically, some coursework encourages students to engage with adversarial viewpoints in order that critical thinking and evaluation is developed and assessed.
Assessment Strategy
Intellectual skills (B1-B4) are assessed by essays and unseen written examinations.
Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1 Understand psychological theories and principles and the results and conclusions of empirical studies in the psychology literature. C2 Critically assess the value and limitations of existing information on a subject within the discipline and produce critical reviews of such information.</p>
Teaching and Learning Methods
These skills (C1-C2) are taught by discussion of the methods of research and scholarship in psychology, including library skills training. Students review critically primary literature for their essays and coursework in Stages 2 and 3. Learning is also aided by discussions between students and their seminar leaders.
Assessment Strategy
Assessment is by way of examination and coursework.

Transferable/Key Skills
<p>On completing the programme students will have developed:</p> <p>D1 The ability to communicate effectively in writing and orally.</p> <p>D2 The ability to use library and other information sources effectively.</p> <p>D3 The ability to work both independently and as an effective member of a team.</p> <p>D4 The ability to take responsibility for their own learning and intellectual development.</p> <p>D5 Time-management skills and the ability to schedule work-loads effectively.</p> <p>D6 The ability to use computing and IT resources.</p>
Teaching and Learning Methods
<p>Communication skills (D1) are acquired and developed in tutorials, seminars and essays. The location and use of information effectively (D2) is developed in essays and other coursework. Teamwork, working independently and taking responsibility for their own learning (D3, D4) are skills that are acquired by progression from a fairly structured course in Stages 1 and 2 to more independent learning in Stage 3. Time management skills (D5) are encouraged throughout the course by the requirement to meet regular coursework and other deadlines. Computing and IT skills (D6) are introduced in Stage 1 Induction Week, developed in specific modules and reinforced in many elements in each stage of the programme.</p>
Assessment Strategy
<p>Skills D1, D2 and D6 are assessed variously through essays, tutorial and seminar discussions, and seminar presentation, and in unseen written examinations. D5 is not assessed per se, but is necessary for the student to achieve success over the three year period, and counselling in relation to this is provided where necessary by personal tutors.</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>a) This component is 50% of a three-year full-time programme based on 30 weeks attendance per annum. Modules to the value of 60 credits are taken in each year or stage, and 10 credits are equivalent to 100 hours of study time (contact time plus private study time). Modules can vary in size, being worth either 10 or 20 credits.</p> <p>Stage 1 provides a good introduction to a broad range of basic topics in psychology and also gives guidance in the development of a range of key skills, including time management, memory techniques, organising knowledge, note-taking, reading styles (including speed-reading), and creative use of IT and communication skills. Topics are taught in this stage in order to introduce students to the variety of content and different methodologies of the subject, and to provide them with basic psychological principles, which are important to apply throughout the subject; this approach continues throughout the first year, although there is some development between semesters 1 and 2.</p> <p>Stage 2 has six 10 credit lecture courses in the core areas of psychology, which encourages students to think critically about major issues, debates and current problems and advances in psychology. They further develop the psychological theories and ideas learned in Stage 1 in more depth.</p> <p>Stage 3 allows for specialisation in a narrower range of topics and offers the opportunity to discover some of the latest work that is being carried out in the field. Much Stage 3 teaching takes place in small groups, tutorials and student-led seminars, rather than being predominantly lecture based. Course syllabuses are broad, reading lists detailed and extensive, and a great deal of responsibility is placed upon students to decide how to organise their learning, the scope and focus of their reading, and the nature of the practical work they undertake.</p>

Progression through to Stages 2 and 3 is dependent on obtaining marks of at least 40 in all modules at the preceding stage. Two resit attempts are allowed.

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

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Presented in overarching Joint Honours Programme Specification.

14 Support for Student Learning

Presented in overarching Joint Honours Programme Specification.

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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Integration at Programme level is presented in the overarching Joint Honours Programme Specification.

16 Regulation of assessment

Presented in overarching Joint Honours Programme Specification.

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: enquiries@ncl.ac.uk

The University Regulations: <http://www.ncl.ac.uk/calendar/university.regs/>

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Compulsory modules are indicated in bold

Intended Learning Outcome	Description	Module codes
A1	Knowledge and understanding of the basic processes, theories and research methods in the main areas of Psychology.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
A2	Knowledge and understanding of the core areas of psychology and their inter-linkages, i.e. cognitive psychology, perception, learning and memory, personality and individual differences, intelligence, social psychology, developmental psychology, biological psychology and conceptual issues.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
A3	An awareness of selected current developments in psychology and an appreciation of the broader impact these may have on society and the ability to apply such knowledge.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
B1	Gather information from a variety of sources.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
B2	Understand and apply theoretical concepts.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
B3	Critically evaluate arguments and evidence.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
B4	Understand and consider critical issues in psychology and articulate arguments and points of view in relation to these.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030

Intended Learning Outcome	Description	Module codes
C1	Understand psychological theories and principles and the results and conclusions of empirical studies in the psychology literature.	PSY1002, PSY1003, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
C2	Critically assess the value and limitations of existing information on a subject within the discipline and produce critical reviews of such information.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY2007, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
D1	The ability to communicate effectively in writing and orally.	<i>PSY3018, PSY3030</i>
D2	The ability to use library and other information sources effectively.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
D3	The ability to work both independently and as an effective member of a team.	<i>PSY3019, PSY3020</i>
D4	The ability to take responsibility for their own learning and intellectual development.	Component of modules with coursework assessment and in particular : PSY1006, PSY3006, PSY3019, PSY3018, PSY3030
D5	Time-management skills and the ability to schedule work-loads effectively.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2014, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030
D6	The ability to use computing and IT resources.	PSY1002, PSY1004, PSY1005, PSY1006, PSY1008, PSY2001, PSY2002, PSY2003, PSY2004, PSY2007, PSY2014, PSY3002, PSY3006, PSY3008, PSY3013, PSY3016, PSY3018, PSY3020, PSY3026, PSY3028, PSY3030