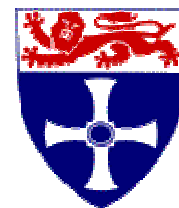


**UNIVERSITY OF
NEWCASTLE UPON TYNE**

**FACULTY OF
SCIENCE, AGRICULTURE & ENGINEERING**

CERTIFICATE IN PSYCHOLOGY PROGRAMME SPECIFICATION

**UNIVERSITY OF
NEWCASTLE**



1. Awarding Institution	University of Newcastle upon Tyne
2. Teaching Institution	University of Newcastle upon Tyne
3. Final Award	University Certificate
4. Programme Title	Certificate in Psychology
5. Programme Accredited by:	N/A
6. UCAS Code	1105
7. QAA Benchmarking Group(s)	Psychology
8. Date of production/revision	August 2004

9. Programme Aims:

- a to provide access to able and well-motivated students.
- b to provide a foundation course for those who wish to take the Graduate Diploma in Psychology (and similar programs in other institutions) in order to gain Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society (BPS), but who do not already possess the requisite 60 credits in Psychology as entry qualification.
- c to provide knowledge and understanding of the concepts and principles of a broad range of areas in Psychology at an introductory undergraduate level.
- d to equip students with psychological knowledge and key skills relevant to more advanced work in Psychology.

10. Intended Learning Outcomes; Teaching and Learning Strategies and Methods; Assessment Strategies and Methods

10 (a) Programme Intended Learning Outcomes

A Knowledge and understanding

A successful student will have gained and be able to demonstrate:

- A1 Knowledge and understanding of the basic processes, theories and research methods in some major areas of Psychology.

B Subject –specific/professional skills

A successful student will be able to show the following skills:

B1 Use of evidence to inform their understanding of psychology.

C Cognitive skills

A successful student will be able to:

C1 Gather information from a variety of sources.

C2 Understand and apply theoretical concepts.

C3 Critically evaluate arguments and evidence.

D Key (transferable) skills

A successful student will be able to:

D1 Communicate effectively in writing.

D2 Use library and other information sources effectively.

D3 Work independently

D4 Take responsibility for their own learning and intellectual development.

D5 Demonstrate time-management skills and the ability to schedule work-loads effectively.

D6 Use computing and IT resources.

10 (b) Intended Learning Outcomes, Teaching and Learning Strategies and Methods, Assessment Methods and Strategies

A. Knowledge and understanding

Teaching and Learning Strategy

The primary method of imparting knowledge and understanding is lectures, supplemented by handouts. Students are encouraged to supplement taught material with independent reading and private study, and are provided with reading lists to guide them in this. Essay writing aids the development of knowledge and understanding.

Assessment Strategy

Assessment is by means of formal unseen written examinations and course work. Some modules include coursework, which is assessed both formatively and summatively. Feedback on both form and content informs and encourages students' progress and self-monitoring.

B Subject-specific/practical skills

Teaching and Learning Strategy

These skills are acquired and developed by the empirical approach to psychological phenomena taken in the lecture courses. Learning is aided by private study.

Assessment Strategy

Assessment is by way of examination and coursework.

C Cognitive skills

Teaching and Learning Strategy

Cognitive skills are acquired and developed by the conceptual and empirical approaches to psychological phenomena taken in the lecture courses (C2-C3), and by coursework (C1-C3). Learning is aided by private study.

Assessment Strategy

Cognitive skills (C1-C3) are assessed by unseen written examinations and by coursework.

D Key skills

Teaching and Learning Strategy

Communication skills (D1) are acquired and developed in writing essays. Information searching skills (D2) are developed in essay work and private study. Independent working skills (D3) are acquired in coursework and in private study. Taking responsibility for one's own learning (D4) is a necessary part of preparing work for summative assessment and in private study. Time management skills (D5) are encouraged by the requirement to meet coursework deadlines. Computing and IT skills (D6) are developed in writing essays and in a computer simulation assignment.

Assessment Strategy

A number of these skills (D1, D2 and D6) are assessed through essays, a computer simulation assignment and unseen written examinations.

11 Programme Features, Structure and Curriculum

A Programme Features

The Certificate is a one-year part-time course designed to provide 60 credits of introductory Psychology for those who wish to take our Graduate Diploma in Psychology (or similar courses elsewhere) in order to gain Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society, but who do not already possess the requisite 60 credits in Psychology as entry qualification.

Students take Stage 1 modules from the undergraduate Honours programme in Psychology to a value of 60 credits. It is possible to attend classes on a single day of each week. Modules in the programme are all worth 10 credits (10 credits being equivalent to 100 hours of study). Students select six 10 credit modules from the seven available, in consultation with the programme director. PSY163 is normally compulsory, as a pre-requisite for a module on the Graduate Diploma in Psychology.

(Students who require less than 60 credits to be eligible for entry to the Graduate Diploma in Psychology can enrol as occasional students.)

B Programme Structure

Stage 1

Students select six 10 credit modules from the seven available. PSY163 is normally compulsory.

Code	Credits	Descriptive title
PSY108	(10 credits)	– Developmental & Social Psychology
PSY113	(10 credits)	– Sensation & Perception
PSY163	(10 credits)	– Personality 1
PSY109	(10 credits)	– Evolution for Psychologists
PSY114	(10 credits)	– Instinct, Learning and Memory
PSY121	(10 credits)	– History of Psychology
PSY171	(10 credits)	– Biological Psychology: Sex, drugs, rhythms and blues

C Programme Curriculum

Regulations

Certificate in Psychology

Code: 1105

1. It is the responsibility of the applicant to provide evidence of any original certificates relevant to entry qualifications on request.
2. The minimal entry requirement for those who wish to use the Certificate for entry to the Graduate Diploma in Psychology at this University in order to obtain Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society will be a first degree, above Pass level. The minimal entry requirement for those not wishing to use the Certificate in this way will be University matriculation. At the discretion of the Programme Director additional qualifications may be required.
3. For those entering the Certificate with a first degree, above Pass level, successful completion of the programme provides the qualification necessary for entry onto the Graduate Diploma in Psychology at this University for the purpose of obtaining Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society. For those entering the Certificate without a first degree, above Pass level, successful completion of the programme will not provide this qualification.

4. The course shall normally extend over one Calendar year of part-time study commencing at the start of the academic year.
5. Unless the Programme Director determines otherwise the period of study shall be continuous.
6. The Programme Director may delegate his or her power under these regulations to the Head of School, or the Head of School's nominee.
7. Where relevant the University's *General Regulations*, *Undergraduate Progress Regulations* and *University Examination Conventions* shall apply to the Certificate.
8. The marking scale used shall be the University's common scale for the return of marks.
9. The Certificate shall be awarded to a student who, having been approved as a candidate by the Programme Director, completes the prescribed programme of study in the University and satisfies the examiners in the assessment.
10. Students shall have the right to three attempts at the assessment for any module.
11. Assessment methods shall consist of written examination papers and in-course assessments as specified in the programme handbook.
12. The University conventions for progress by compensation shall apply, except that marks of less than 40 may be compensated in no more than 20 out of the 60 credits of the programme.
13. Study for the Certificate shall consist of modules to the value of 60 credits, chosen from the following list (or such other modules as may from time to time be available) after consultation with the Programme Director:

<i>Code</i>	<i>Credits</i>	<i>Descriptive title</i>
PSY108	10	Developmental & Social Psychology
PSY109	10	Evolution for Psychologists
PSY113	10	Sensation & Perception
PSY114	10	Instinct, Learning and Memory
PSY121	10	History of Psychology
PSY163	10	Personality 1
PSY171	10	Biological Psychology: Sex, drugs, rhythms and blues

PSY163 will normally be compulsory.

Knowledge and understanding of processes and theories, and subject-specific skills, in various areas of Psychology are provided by all modules (A1, B1).

Cognitive (C1– C3) and Key skills (D2 – D4) are acquired in all modules; other Key skills (D1, D5, D6) are acquired in a selection of the modules, one of which is normally compulsory.

Development of specific Intended Learning Outcomes occurs through the following modules (compulsory modules in bold text, optional modules in normal, italic text)

	Statement of intended learning outcome	List of modules contributing to that intended learning outcome
A1	Knowledge and understanding of the basic processes, theories and research methods in some major areas of Psychology.	<i>All modules</i>
B1	Use of evidence to inform their understanding of psychology.	<i>All modules</i>
C1	Gather information from a variety of sources.	<i>All modules</i>
C2	Understand and apply theoretical concepts.	<i>All modules</i>

C3	Critically evaluate arguments and evidence	<i>All modules</i>
D1	Communicate effectively in writing.	PSY163, PSY171
D2	Use library and other information sources effectively.	<i>All modules</i>
D3	Work independently	<i>All modules</i>
D4	Take responsibility for their own learning and intellectual development	<i>All modules</i>
D5	Demonstrate time-management skills and the ability to schedule work-loads effectively.	PSY163, PSY114, PSY171
D6	Use computing and IT resources.	PSY163, PSY114, PSY171

12 Criteria for Admission:

The minimal entry requirement for those who wish to use the Certificate for entry to the Graduate Diploma in Psychology at this University in order to obtain Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society will be a first degree, above Pass level. The minimal entry requirement for those not wishing to use the Certificate in this way will be University matriculation. At the discretion of the Programme Director additional qualifications may be required.

Admissions policy: Decisions on applications are made with reference to prior qualifications (see above) and a reference.

Arrangements for non-standard entrants: Covered by the above criteria.

Any Additional Requirements: None

13 Support for Students and their Learning:

Induction

The first week of the first term/semester is an Induction Week with no formal teaching. During this period all students will be given detailed programme information relating to their Stage and the timetable of lectures. In particular all new students will be given general information about the School and their course, as described in the Programme Handbook. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml).

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Certificate Programme Director, Certificate Adviser or Head of School may be consulted. Issues relating to the programme may be raised at the Staff/Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>. In addition the University offers a range of support services, including the Student Advice Centre, the Student Counselling Service, the Mature Student Support Service, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>.

Support for Special Needs

Support for students with special needs is provided as required and the University's Disability Support Service can be consulted where appropriate. For further details see <http://www.ncl.ac.uk/undergraduate/support/disability.phtml>.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>.

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages. See

<http://www.ncl.ac.uk/undergraduate/support/langcen.phtml>.

14 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 Staff/Student 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.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the programme and reports to Faculty Teaching and Learning Committee.

Student evaluations

All modules, and the programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff/Student Committee, and the Board of Studies.

Feedback mechanisms

Feedback to students is effected via the Staff/Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The Programme is subject to the University's Internal Subject Review programme, see <http://www.ncl.ac.uk/internal/academic-quality/qualityhome.htm#2>.

15 Regulation of Assessment:

Pass Marks

The pass mark, as defined in the University's Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html>), is 40.

Course Requirements

Progression is subject to the Certificate regulations and, where appropriate, the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.html>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html>). The University conventions for progress by compensation shall apply, except that marks of less than 40 may be compensated in

no more than 20 out of the 60 credits of the programme. There are resit opportunities.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.html>), namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

This marking scheme is used for the Certificate although the Certificate is unclassified.

16 Indicators of Quality and Standards:

The 2001 Research Assessment Exercise, in which Psychology gained a 5* grade.

Internal Review Reports

This programme has not yet been subject to Internal Subject Review and is due for Internal Subject Review in Semester 2 2005/06.

Previous QAA Reports: None.

17 Other Sources of Information:

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

The Departmental Prospectus (see <http://www.ncl.ac.uk/sage/postgrad/degree/234>)

The University and Certificate Programme Regulations (see <http://www.ncl.ac.uk/calendar/pdf/uniregs.pdf> and <http://www.ncl.ac.uk/calendar/sae/>)

The Certificate Programme Handbook

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. It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While every effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.

The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

- The University Prospectus
- The School Brochure
- The University's web page: <http://www.ncl.ac.uk/external>
- The Psychology web page: <http://www.psychology.ncl.ac.uk>
- The University and Certificate Programme Regulations
- The Certificate Programme Handbook