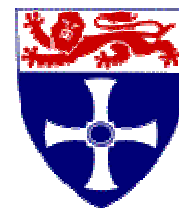


UNIVERSITY OF
NEWCASTLE UPON TYNE

FACULTY OF
SCIENCE, AGRICULTURE & ENGINEERING

DIPLOMA PROGRAMME SPECIFICATION

UNIVERSITY OF
NEWCASTLE



1. Awarding Institution	University of Newcastle upon Tyne
2. Teaching Institution	University of Newcastle upon Tyne
3. Final Award	Graduate Diploma
4. Programme Title	Graduate Diploma in Psychology
5. Programme Accredited by:	British Psychological Society
6. UCAS Code	1115
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 programme that will enable entrants to obtain Graduate Membership (GM) and Graduate Basis for Registration (GBR) from the British Psychological Society (BPS).
- c to provide knowledge and understanding of the theoretical and empirical basis of the major areas of contemporary Psychology.
- d to provide knowledge of and competence in the practical skills and quantitative methods needed to carry out psychological investigations and procedures.
- e to equip students to progress to professional training in Psychology or related programmes.
- f to develop students' intellectual and key skills relevant to work in a wide variety of careers.

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 the main

areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Registration.

B Subject –specific/professional skills

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

- B1 Experimental design: research methods for the design of empirical studies.
- B2 Data analysis: statistical analysis and interpretation of data.
- B3 Numerical and graphical data presentation skills.
- B4 Use of results 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.
- C4 Formulate and test hypotheses.

D Key (transferable) skills

A successful student will be able to:

- D1 Organise and express ideas clearly, and communicate effectively, in writing and orally.
- D2 Use library and other information sources effectively.
- D3 Work both independently and as an effective member of a team.
- 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 and supported by tutorials or seminars, and practical classes and examples classes. 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, practical report

writing, seminars, and individual supervision of a project in Stage 2 aid the development of knowledge and understanding. Issues concerning research ethics are supported by the project, which is subject to ethical assessment.

Assessment Strategy

Assessment is by means of formal unseen written examinations and course work. Most modules include coursework, and essays and practical reports are 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 (B1-B4) are taught by hands-on experience of the methods of research and scholarship. Laboratory training begins in Stage 1 and continues in Stage 2 with more advanced data analysis and report writing. Practicals and the Stage 2 Project (which can be supervised by professional psychologists working outside the School) are used to develop research skills through the integration of research methodology and statistical techniques. Learning is aided by discussions between students and their project supervisors, and by private study.

Assessment Strategy

Assessment is by way of examination and coursework (B2), practical reports and project report (B1-B4).

C Cognitive skills

Teaching and Learning Strategy

Cognitive skills (C1-C4) are acquired and developed through tutorials and seminars, coursework essays, practicals, statistics examples classes, project work and private study.

Assessment Strategy

Cognitive skills (C1-C4) are assessed by unseen written examinations, data interpretation and experimental design work in Stage 1 and 2 practicals, and in the Stage 2 Project.

D Key skills

Teaching and Learning Strategy

Communication skills (D1) are acquired and developed in tutorials and seminars, and in writing essays, practicals, and the project report. Information searching skills (D2) are developed in essay, practical and project work, and in private study. Teamwork skills (D3) are acquired in the context of practical work and independent working skills (D3) are acquired in project work and in private study for all modules. Taking responsibility for one's own learning (D4) is a necessary part of preparing work for summative assessment during the year, for preparing work for seminars and for discussion with the project supervisor, and in private study. Time management skills (D5) are encouraged throughout the course by the requirement to meet regular coursework deadlines. Computing and IT skills (D6) are developed in specific modules and reinforced in many elements in each stage of the programme.

Assessment Strategy

A number of these skills (D1, D2 and D6) are assessed variously through essays, practical and project reports, tutorial and seminar discussions, and in unseen written examinations.

11 Programme Features, Structure and Curriculum

A Programme Features

The Diploma is a two-year part-time conversion programme accredited as conferring Graduate Membership (GM) and the Graduate Basis for Registration (GBR) of the British Psychological Society. Students take modules to a value of 70 credits in Stage 1 and 80 credits in Stage 2. All teaching in each year takes place on a single day of the week. Modules in the programme are all worth either 10 or 20 credits (10 credits being equivalent to 100 hours of study). All modules in the programme are compulsory and core modules and Stage 1 must be passed before progressing to Stage 2. The two stages carry equal weight in the assessment.

B Programme Structure

Stage 1

Code	Credits	Descriptive title
PSY107	20	Statistics for Experimental Psychology 1
PSY188	10	Methods in Psychology 1B
PSY203	10	Mental Processes and Brain Function
PSY207	10	Perception
PSY212	10	Personality 2
PSY214	10	Language and Thought

Stage 2

PSY288	10	Methods in Psychology 2B
PSY294	10	Statistics for Experimental Psychology 2
PSY210	10	Social Psychology
PSY204	10	Developmental Psychology
PSY310	20	Thinking and Problem Solving
PSY398	20	Project

C Programme Curriculum

Regulations

Graduate Diploma in Psychology

Code: 1115

These regulations apply to students commencing the Diploma in academic year 2004/2005. Students commencing the Diploma before this date will be governed by the regulations in force when they commenced the Diploma programme.

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, in order to obtain Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society, will be at least a first degree, above Pass level, containing at least half an academic year of Psychology on an Honours degree, or equivalent credits.
3. Successful completion of the programme will provide Graduate Membership (GM) and Graduate Basis for Registration (GBR) of the British Psychological Society.
4. The course shall normally extend over two calendar years of part-time study commencing at the start of the

academic year, and a concession will be required to extend the period of study for the Diploma beyond three years.

5. Unless the Programme Director determines otherwise the period of study shall be continuous.
6. Students shall have the right to three attempts at the assessment for any module, and will be able to resit a failed module at the next normal occasion of assessment or in the normal resit period.
7. Attendance at practical classes, tutorials and seminars is compulsory. Attendance at lectures, while not compulsory, is strongly recommended.
8. Where relevant, the University's *General Regulations*, *Undergraduate Progress Regulations* and *Undergraduate Examination Conventions* shall apply to the Diploma.
9. The marking scale used shall be the University's common scale for the return of marks.
10. The Diploma shall be awarded to a student who, having been approved as a candidate by the Programme Director, has completed the prescribed course of study in the University and who has satisfied the examiners in the assessment.

A Distinction in the Diploma will be awarded to a student who receives an overall average of 70 or more, provided that the student has been exempted from no more than 50 credits of the diploma programme.

11. Assessment methods shall consist of written examination papers and in-course assessments as specified in the programme handbook.
12. The two stages carry equal weight in the assessment. All modules in the programme are core modules. This means that passes by compensation are not allowed.
13. The Programme Director may delegate his or her power under these regulations to the head of school, or the head of school's nominee.

14. The Diploma shall consist of two years of part-time study, with 70 credits in Stage 1 and 80 credits in Stage 2. All modules must be passed. The curriculum shall consist of the following modules (credit values are shown in brackets):

Stage 1

Code	Credits	Descriptive title
PSY107	20	Statistics for Experimental Psychology 1
PSY188	10	Methods in Psychology 1B
PSY203	10	Mental Processes and Brain Function
PSY207	10	Perception
PSY212	10	Personality 2
PSY214	10	Language and Thought

Stage 2

PSY288	10	Methods in Psychology 2B
PSY294	10	Statistics for Experimental Psychology 2
PSY210	10	Social Psychology
PSY204	10	Developmental Psychology
PSY310	20	Thinking and Problem Solving
PSY399	20	Project

15. Where the Programme Director judges that a student has previously passed one or more modules that have the same learning outcomes as modules on the Diploma programme, that student may be exempt from taking the relevant module(s). However, the exempted module(s) must be replaced by alternative modules of equivalent credit value.

Experimental design, data analysis and presentation, hypothesis testing, and the use of evidence in Psychology are introduced in the Methods (PSY188) and Statistics (PSY107) courses in Stage 1, with more advanced techniques being acquired in related courses (PSY288, PSY294) in Stage 2 (B1-B4,

C4). The Methods courses also require teamwork (D3). All these skills, together with independent work (D3), are practised in the Project (PSY398) at Stage 2. The project provides students with the opportunity to do a piece of research in an area either of their own choosing or that is part of the current research programme of a member of staff, and enables students to apply and develop the various skills of research methodology and statistical analysis acquired during the course.

Knowledge and understanding of processes and theories in the areas of Psychology specified by the BPS are provided by four lecture-based modules at Stage 1 and three at Stage 2 (A1).

Cognitive (C1– C3) and Key skills (D1, D3 – D6) are acquired in all modules. The efficient use of information sources (D2) is acquired in the lecture-based modules, the Methods courses and the Project.

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 the main areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Registration.	All modules
B1	Experimental design: research methods for the design of empirical studies	PSY188, 288, 398
B2	Data analysis: statistical analysis and interpretation of data.	PSY107, 188, 288, 294, 398
B3	Numerical and graphical data presentation skills.	PSY188, 288, 398
B4	Use of results to inform their understanding of psychology.	PSY188, 288, 398 (student's own results) and all other modules
C1	Gathering of information from a variety of sources	All modules (less important in PSY107 & 294)
C2	Understanding and applying theoretical concepts.	All modules
C3	Critical evaluation of arguments and evidence.	All modules
C4	Formulation and testing of hypotheses.	PSY188, 288, 398
D1	The ability to communicate effectively in writing and orally.	All modules (less important in PSY107 & 294)
D2	The ability to use library and other information sources effectively.	All modules except PSY107 & 294
D3	The ability to work both independently and as an effective member of a team.	All modules (teamwork in PSY188, 288)
D4	The ability to take responsibility for one's own learning and intellectual development.	All modules
D5	Time-management skills and the ability to schedule work-loads effectively.	All modules
D6	The ability to use computing and IT resources.	All modules

12 Criteria for Admission:

A first degree (above Pass level) containing at least half an academic year of psychology on an Honours degree, or equivalent credits (60 credits). Alternatively the required 60 credits in Psychology may be acquired independently of the first degree. These are requirements of the BPS.

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

Arrangements for non-standard entrants: Not applicable; BPS requirements must be met.

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/practicals/labs/ tutorials/etc. 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 Diploma Programme Director, Diploma 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.

External examiner reports

External Examiner reports are considered by the Board of Studies under Reserved Business, in the absence of the student representatives. The Board responds to these reports through Faculty Teaching and Learning Committee.

Accreditation reports

This programme is accredited by the British Psychological Society

Student evaluations

All modules, and the degree 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 Diploma 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>). In summary, students must pass each Stage. All modules are core so that compensation is not allowed. There are resit opportunities.

Weighting of Stages

Modules taken at Stages 1 and 2 contribute equally to the final mark for the Diploma.

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 Diploma although the Diploma is not classified as above. A Distinction in the Diploma is awarded to a student who receives an overall average of 70 or more, provided that the student has been exempted from no more than 50 credits of the Diploma programme.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the June Board of Examiners
- Report to the University on the standards of the programme

16 Indicators of Quality and Standards:

- The programme is accredited by the British Psychological Society every five years and was last accredited at its inception, for the academic year 2001/02.

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/93>)

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

The Diploma 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 Diploma Programme Regulations
- The Diploma Programme Handbook