	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Graduate Diploma
4	**Programme Title**	Psychology
5	**UCAS/Programme Code**	1115
6	**Programme Accreditation**	British Psychological Society
7	**QAA Subject Benchmark(s)**	Psychology
8	**FHEQ Level**	Honours
9	**Date written/revised**	10/08/07

10	**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

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 should 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.

Teaching and Learning Methods

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.

Intellectual Skills

On completing the programme students should be able to:
B1 Gather information from a variety of sources.
B2 Understand and apply theoretical concepts.
B3 Critically evaluate arguments and evidence.
B4 Formulate and test hypotheses.

Teaching and Learning Methods

Cognitive skills (B1-B4) are acquired and developed through tutorials and seminars, coursework essays, practicals, statistics examples classes, project work and private study.

Assessment Strategy

Cognitive skills (B1-B4) are assessed by unseen written examinations, data interpretation and experimental design work in Stage 1 and 2 practicals, and in the Stage 2 Project.

Practical Skills

On completing the programme students should understand:
C1 Experimental design: research methods for the design of empirical studies.
C2 Data analysis: statistical analysis and interpretation of data.
C3 Numerical and graphical data presentation skills.
C4 The use of results to inform their understanding of psychology.

Teaching and Learning Methods

These skills (C1-C4) 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 (C1-C4).

Transferable/Key Skills

On completing the programme students should 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.

Teaching and Learning Methods

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.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

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 60 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.

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

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. It allows graduates to gain GM and GBR in two years of part-time study. These BPS qualifications are necessary for further training in professional psychology.

Programme regulations (link to on-line version)

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

13	Criteria for admission

Entry qualifications

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/selection tools

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

Non-standard Entry Requirements

Not applicable; BPS requirements must be met.

Additional Requirements

None

Level of English Language capability

IELTS of 6.5 or more.

14	Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New

students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/arrival/jan/index.phtml

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

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 Degree Programme Director 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 Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see
http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

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/degrees/facilities/index.phtml

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See
http://ncl.ac.uk/langcen/index.htm

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 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 degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

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. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback
Feedback is channelled 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 process, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports
This programme is accredited by the British Psychological Society

Additional mechanisms
None

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16   Regulation of assessment

Pass mark
The pass mark for the programme is an average of 50. Students gaining an average of 70 or more for the programme pass the Diploma with distinction. The pass mark for individual modules is 40.

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). Compensation is not possible. There are resit opportunities, with certain restrictions.

Weighting of stages
The marks from Stages 1 and 2 will contribute to the final classification of the diploma.
The weighting of marks contributing to the degree for Stages 1 and 2 is 1:1.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<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

The Graduate Diploma in Psychology follows this common marking scheme.

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 Board of Examiners
 Report to the University on the standards of the programme

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see 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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**All modules**
B1	**All modules (less important modules in PSY2013 & PSY2010)**
B2	**All modules**
B3	**All modules**
B4	**PSY1010,PSY2009, PSY3096**
C1	**PSY1010, PSY2009, PSY3096**
C2	**PSY1010, PSY2013, PSY2009, PSY2010, PSY3096**
C3	**PSY1010, PSY2013, PSY2009, PSY3096**
C4	**PSY1010, PSY2009, PSY3096 for their own work, and all other modules**
D1	**All modules (less important in modules PSY2013 & PSY2010)**
D2	**All modules**
D3	**All modules**
D4	**PSY1010, PSY2008, PSY2009, PSY3096**
D5	**All modules**
D6	**All modules**