

Programme Specification: Undergraduate

For students starting in Academic Year 2022/2023

1. Course Summary

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| Name of programme & award title with UCAS code | Psychology (with integrated year in industry) [WF7F] |
| Awarding Institution | Aberystwyth University |
| Final Award | Bachelor of Science |
| Date of Publication | September 2023 |
| QAA Subject Benchmark | Information provided by Department of Psychology All our Psychology schemes meet QAA subject benchmark statements and Level 4-6 framework for Higher Education (Level 4-6) to the identical nature of Level 4-6 core curriculum. The benchmark statement for Psychology can be found here : www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf |

How this information might change: Please read the important information at <https://www.aber.ac.uk/en/study-with-us/ug-studies/terms-conditions/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2: Duration

| Programme | Years |
|--|-------|
| Psychology (with integrated year in industry) [WF7F] | 4 |

3: Educational aims of the programme

Information provided by Department of Psychology

Our psychology schemes provide graduates with foundations of psychological theory and application together with appropriate academic and employability skills. Students are encouraged to move from being supported learners to becoming autonomous learners as they progress through Levels 4, 5, and 6 of the national framework for Higher Education. Level 4 is designed to provide a solid foundation in psychology (PS11420, PS11220) and how theory intertwines with professional application (PS11520), but also how these foundations are underpinned by competent research skills and knowledge (PS11320; PS11620). Level 5 continues to encourage inter-relatedness of psychology and everyday life that is underpinned by research (PS20320), but is designed to encourage a more independent approach to learning in more specific modules (PS20120, PS20220, PS20420, PS20520) where ability to search and utilise research articles beyond the core reading . To encourage Psychology's applications to the real world students will spend a voluntary 20 hour work-placement (PS20620). A number of module options also are provided in Level 5 outside of the BPS curriculum, such as Forensic Psychology and Evolutionary Psychology. On completion of Level 5 students will be equipped with a sufficiently broad stock of information and practical experience of techniques, to make an informed decision about a topic for the Research Project at Level 6. However, before entering Level 6, students on this degree will then have an opportunity to extend their knowledge of psychology by taking part in a year in industry where they will be expected to apply their psychological knowledge within a work environment. This year in industry build upon the skills learnt in their Level 5 work placement module (PS20620). Level 6 is arranged very specifically around the themes of identity, health, and cognition and language. In terms of assessment, it is expected that as students move from supported to autonomous learners that this will be evidenced in their assessment where their work will be based on tutor-led material at Level 4, while at Level 6, students will be required to produce and analyse material independently, drawing not only on final year content but that of the entire programme.

4: Intended learning outcomes

Information provided by Department of Psychology

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the discipline of Psychology. The structure and delivery of the degree scheme recognize the need to achieve an appropriate balance between the acquisition of the subject specific knowledge, and the development of generic skills. Integrating these two components of the scheme is a central feature of the degree scheme. The programme outcomes are referenced to the QAA benchmark statements for Psychology and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, and relate to the typical student. Students completing this degree will have:

- A thorough knowledge of psychology, where psychology is defined in broad terms as the scientific study of mind, brain, behaviour and experience, and the complex interactions between these.
- A knowledge and critical understanding of the key academic constituencies which comprise Psychology within the areas of biological, cognitive, developmental, and social psychology together with the psychology of individual differences.
- An ability to think, speak and write professionally; to question, to be critical, to be analytical, and to be creative in ways appropriate to the subject.
- An ability to apply a range of psychological methodologies appropriately and to understand their limitations.
- Skills in qualitative and quantitative research methods and research design
- An understanding of the rigorous and precise nature of scientific method and a thorough grasp of experimental design and statistical analysis.
- An ability to undertake original research using investigative skills appropriate to the laboratory and applied settings, using both quantitative and qualitative methods.
- An awareness of relevant ethical considerations.
- An ability to apply their understanding of psychological theory and research in a variety of applied areas
- An insight into the roles, priorities and skill sets of professionals in the applied setting.

- Ability to reflect on and evidence skill sets to enhance personal growth and to respond to the demands of graduate career pathways.

5: Knowledge and understanding

Information provided by Department of Psychology

By the end of the single honours degree, students will be expected to have acquired and demonstrated:

- A1 A comprehensive knowledge of the core domains within psychology and their applications.
- A2 an understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry.
- A3 a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas.
- A4 a comprehensive appreciation of the integration which can occur within the subject.
- A5 a comprehensive knowledge of a range of research methods and measurement techniques.
- A6 an in-depth knowledge of selected specialist areas of psychology at Level 6. Teaching and Learning methods and assessment. Acquisition of knowledge and understanding is through a combination of lectures (A1-A6), group seminars (A1-A4, A6), coursework (A1-A6) and laboratory work (A1-A6), as well as through supervision (A1-A6). Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject. Knowledge and understanding are assessed through a combination of seen and unseen examinations (A1- A6) and in-course assessments (A1-A6), in the form of practical laboratory reports (A1-A6), essay assignments (A1-A4,A6), group presentations (A2,A3,A5,A6), portfolios (A3), in-class tests (A1, A2, A3, A5), project report (A2, A4,A5), oral presentations (A1-A6) and research participation (A2), and eLearning assessments that include Wikis and Blogs (A1-A6). Importantly, the whole degree encourages, promotes, and facilitates active learning where students are able to learn through less formal means, such as the Psychology Society and public lectures. Students are also supported through academic progress meetings with their personal and / or subject tutors

6: Skills and other attributes

Information provided by Department of Psychology

Intellectual skills

- B1 the ability to integrate simple and challenging ideas and empirical findings and assess the relevance of theoretical knowledge in applied contexts;
- B2 the ability to extrapolate and comprehend the application of knowledge within the areas of psychology;
- B4 the ability to display critical thinking skills;
- B5 the ability to process information in a manner displaying advanced cognitive skills;
- B6 the ability to define and appreciate complex problems and offer solutions;
- B7 Integrate and critically evaluate information and data from a variety of sources to construct cogent arguments;
- B8 Attend to the distinction between primary and secondary sources of information;
- B9 Reflect on experience of learning and adjust intellectual perspective

Teaching, learning and assessment Student development of intellectual skills from B1-B8 are promoted through lectures, group seminars, coursework, and laboratory work, as well as through supervision at Level 6. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught / learnt and to broaden their individual knowledge and understanding of the subject. The application of these skills in the context of specific areas of psychological enquiry is demonstrated through lectures and seminars for core

and optional modules at Levels 1, 2 and 3. Reflection and self-assessment (B9) are integral to the learning of intellectual skills and will be developed through feedback on summative and formative assessments and through the online PDP facility. Intellectual skills (B1-B8) are assessed through a combination of seen and unseen examinations and in-course assessments, in the form of practical laboratory reports, essay assignments, portfolios, in-class tests, project report, group and oral presentations, and research participation, as well as eLearning assessments that include Wikis (Social

Psychology) and Blogs (Music Psychology). The use of reflection tools through the PDP are used to develop the students critical awareness and identify their performance. Personal tutors provide feedback regarding academic performance of students.

Professional practical skills

These are developed further in the work placement module at level 2. On completion of the Programme students should be able to:

- C1 - Interact ethically and professionally with research participants;
- C2 - Generate and explore complex hypotheses and research questions;
- C3 - Initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection;
- C4 - Analyse and interpret quantitative and qualitative data;
- C5 - Effectively employ specialist computer packages (at Level 5 and 6) to analyse and use complex numerical, statistical and other data using quantitative methods;
- C6 - Effectively employ thorough advanced qualitative approaches and methods to analyse complex text, media and human experiences;
- C7 - Search specialist databases to be able to conduct and write literature reviews;

- C8 - Evaluate, present and communicate effectively complex findings by a variety of means, such as a research report

Teaching, learning and assessment methods Practical skills are developed through a series of lectures, seminars, workshops and practical laboratory classes at levels 4 and 5 and further developed through a supervised independent research project at level 6. C7 is also acquired through essay writing at all levels, but developed to an advanced standard at level 6 in the systematic review module where C2-C8 are also developed in the module. At level 4, students engage in C5 using formula and calculations by hand before moving to specialist computer packages at Level 5 and 6. Throughout, the learner is encouraged to consolidate practical skills (C1-C8) through practice with appropriate research methods and projects. Practical skills are assessed through practical and project reports (C1-C8), statistics tests and examinations (C4-C5), poster presentations (C1-C6; C8), portfolios (C1-C2; C8), and Wikis (C4, C8), group and individual presentations (C2, C7, C8). At level 6 the Dissertation project may, depending on the topic, assess any or all of outcomes C1 to C8

7: Transferable/Key skills

Information provided by Department of Psychology

On completion of the degree scheme, students should be able to demonstrate a high standard of work ethic to take with them into employability, while also demonstrating a number of general transferable skills acquired through studying at degree level, and include:

- D1- Communicate effectively, both orally and in writing
- D2- Work effectively within a group
- D3- Work and learn independently
- D4- Manage time, resources, and work to deadlines efficiently
- D5- Effectively use information and communication technology to produce and present ideas and documents
- D6- Show respect for the views and ideas of others
- D7- Identify career opportunities
- D8- Decision making; Identify problems and provide solutions.
- D9- Recognise the need to continually update knowledge and skills

Teaching, Learning and Assessment Methods Used The programme aims to promote, develop and nurture students' awareness of and competence in these key transferable skills, many of which students will already possess to a greater or lesser degree of competence. All of these skills are integral to teaching and learning activities across the programme and are embedded in the degree scheme. Others (D7-D9) are developed through specific modules and learning activities, such as Level 5 work placement module and personal development plan (PDP). Group work (D2) through data collection, research findings, and project coordination is a strong feature of the course that compliments the independent skills developed in most modules, and is a particular feature at level 4 and 5. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan (PDP) initiated in Level 4. Transferable skills are assessed through unseen examinations, in-class tests (D1, D3); laboratory reports, essays including placement essay, project report (D1, D3-D5, D8), poster presentations, mini- projects and laboratory group work (D1-D6, D8), portfolios (D6 and D7). In addition, a number of the above skills are explicitly assessed at various points during the programme through a range of methods, including the Dissertation project (D1, D3-D5, D8), oral presentations (D1-D2), group debates and discussions (D2, D6), placement portfolio (D7, D9).

8: Work-based learning (where appropriate)

Information provided by Department of Psychology

Module PS20620 provides 20 hours of work based learning where Psychology is emphasised. Work based learning is also part of the degree where students enrolled must fulfil an industry based placement between year 2 and 3. Students will also be able to participate in the Year in Employment Scheme where students can take part in a wide range of a range of internship opportunities organised through our career services.

9: What is the structure of the programme?

Year 1 Core modules

Core (120 Credits)

| Name | Module Code | Credits | Semester |
|--|-------------------------|---------|------------|
| Brain, Behaviour and Cognition | PS11220 | 20 | Semester 2 |
| Introduction to Research Methods in Psychology | PS11300 | 0 | Semester 1 |
| Introduction to Research Methods in Psychology | PS11320 | 20 | Semester 2 |
| Introduction to core topics in Social and Individual Behaviour | PS11420 | 20 | Semester 1 |
| Applications of Psychology | PS11520 | 20 | Semester 1 |
| Designing Psychological Research Projects | PS11610 | 10 | Semester 2 |
| Personal Development and Organisational Behaviour | PS11710 | 10 | Semester 1 |
| Conceptual and Historical Issues in Psychology | PS11820 | 20 | Semester 2 |

Year 2 Core modules

Core (60 Credits)

| Name | Module Code | Credits | Semester |
|-------------------------------|-------------------------|---------|------------|
| Social Psychology | PS20220 | 20 | Semester 2 |
| Quantitative Research Methods | PS21310 | 10 | Semester 1 |
| Qualitative Research Methods | PS21410 | 10 | Semester 2 |

| | | | |
|----------------------|-------------------------|----|------------|
| Cognitive Psychology | PS21820 | 20 | Semester 1 |
|----------------------|-------------------------|----|------------|

Year 2

Options Students should select 60 credits from the optional modules below.

| Name | Module Code | Credits | Semester |
|-------------------------------|-------------------------|---------|------------|
| The Psychology of Language | PS20420 | 20 | Semester 1 |
| Psychology in Practice | PS20600 | 0 | Semester 1 |
| Psychology in Practice | PS20620 | 20 | Semester 2 |
| Health Psychology | PS20720 | 20 | Semester 2 |
| Evolutionary Psychology | PS21020 | 20 | Semester 2 |
| Forensic Psychology | PS21220 | 20 | Semester 1 |
| Psychology of Humour | PS21620 | 20 | Semester 1 |
| Issues in Clinical Psychology | PS21720 | 20 | Semester 1 |

Year 3 Core modules

Core (120 Credits)

| Name | Module Code | Credits | Semester |
|----------------|-------------------------|---------|------------|
| Work Placement | PSS0200 | 0 | Semester 1 |
| Work Placement | PSS0260 | 60 | Semester 2 |
| Work Placement | PSS0300 | 0 | Semester 1 |
| Work Placement | PSS0360 | 60 | Semester 2 |

Final Year Core modules

Core (80 Credits) Students must take PS33120 / SC33120, in order to be awarded BPS Accreditation with confers Graduate Basis for Chartership students must achieve at least a 2:2 degree and pass the dissertation module.

| Name | Module Code | Credits | Semester |
|--|-------------------------|---------|------------|
| Behavioural Neuroscience | PS32120 | 20 | Semester 1 |
| Psychology Research Project for Single Honours | PS33100 | 0 | Semester 1 |
| Psychology Research Project for Single Honours | PS33140 | 40 | Semester 2 |
| Developmental Psychology | PS34320 | 20 | Semester 2 |

Final Year

Options Choose 40 credits

| Name | Module Code | Credits | Semester |
|---|-------------------------|---------|------------|
| Drugs and Behaviour | PS30820 | 20 | Semester 1 |
| Psychology Critical Review | PS31520 | 20 | Semester 2 |
| 21st Century Self: Critical and Constructionist Approaches to Contemporary Personhood | PS31720 | 20 | Semester 2 |
| Child Language: Development and Assessment | PS31820 | 20 | Semester 2 |
| The Psychology of Counselling, Coaching and Mentoring | PS31920 | 20 | Semester 1 |

10: University Regulations

Details of University Regulations can be found at <https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

11: Support for students and their learning

Information provided by Department of Psychology

Personal tutors provide a point of contact within academic departments to which students can turn to discuss personal or domestic concerns that impact on their studies. Personal tutors also provide feedback on officially assessed work, not in a module specific sense but by looking over the spectrum of the students learning and findings patterns of good performance and pin-pointing areas where students may wish to work to improving. This aspect of the system is helped by the reflection encouraged in the completion of APPR forms and in coursework reflections. All students on the Psychology degree schemes will be strongly encouraged and supported in the completion of these forms and engagement with the e-APPR system

12: Entry Requirements

Information provided by Department of Psychology

Standard offer in the Psychology Department (280 points with a B at least one A level subject, where A levels are key component). Equivalent qualifications will also be considered in line with AU guidance for student entry. In order to cope with the mathematics/statistics component of Psychology, students will be expected to have mathematics GCSE Grade C or above together with English/Welsh at GCSE Grade C or above.

Details of entry requirements for the scheme can be found at <https://courses.aber.ac.uk/>

13: Methods for evaluating and improving the quality and standards of teaching and learning

14: Regulation of Assessment

Information provided by Department of Psychology

All assessed work in Psychology is subject to the following Psychology Department procedures aimed at ensuring marking consistency, both within and across modules. Internal Moderation: All assessed work which is either a Fail or a First is second marked. A further sample (10%) of scripts is also second marked. At Part 2, these scripts are then passed to the External Examiners. Exam Boards Exam boards take place after the marking process is complete and the External Examiners have completed their role. There are three levels of exam boards in the Department and an exam board for each year of the student intake. The first of these is a Departmental Internal Board, where all members of staff meet to discuss and confirm all student marks. Prior to Internal Boards a Special Cases Committee meets to consider Special Case information relating to individual cases. The criteria under which such information can be deemed sufficient grounds for adjusting marks are subject to University regulations concerning the "window of opportunity". The second exam board is the External Exam Board. External examiners also consider Special Cases. In the External Examination Board the Department Exams Team meets with the External Examiners to confirm all marks and degree classifications based on the recommendations of the Internal Board. Where appropriate and conforming with university regulations, the External Board may change marks/degree classifications. Finally, all Departmental marks are scrutinised and confirmed at the Senate Exam boards to ensure consistency across Departments. The Pro Vice Chancellor also considers all Special Cases in the department and the Senate Examination Board may change marks/degree classifications. Appeals Assessment of academic work is a matter for academic judgement and the provision of feedback, written or oral, is not a pretext for negotiation or remarking. We have stringent procedures for ensuring fairness and parity and appeals should be exceptional. Nevertheless, students who have queries about the marks they are given are invited to contact the marker or the module coordinator in the first instance. In the event of a student wishing to take the matter further, we advise them to use the institutional procedures for complaints and appeals.

Academic Regulations are published as Appendix 2 of the Academic Quality Handbook:

<https://www.aber.ac.uk/en/aqro/handbook/app-2/>

15: External Examiners

External Examiners fulfill an essential part of the University's Quality Assurance. Annual reports by External Examiners are considered by Faculties and Academic Board at university level.

16: Indicators of quality and standards

Information provided by Department of Psychology

- The Quality Assurance Agency for Higher Education (2002).
- University departmental audits.
- Professional Accreditation (where appropriate and when BPS accreditation processes have been instigated).
- Other indicators of quality will include External Examiners' reports, internal reviews and student evaluations.

The Department Quality Audit questionnaire serves as a checklist about the current requirements of the University's Academic Quality Handbook. The periodic Department Reviews provide an opportunity to evaluate the effectiveness of quality assurance processes and for the University to assure itself that management of quality and standards which are the responsibility of the University as a whole are being delivered successfully.