

Status: Checked out to Catherine Hamilton-Giachritsis.

<h2 style="margin: 0;">Programme Specification</h2> <div style="text-align: right; margin-top: 5px;"> <input type="button" value="Show Guidance"/> </div>						
General Information <div style="margin-top: 5px;"> <input type="button" value="Print View"/> </div>						
Title	BSc (Hons) Psychology (Placement)					
Awarding Institution	University of Bath					
Teaching Institution	University of Bath					
Programme Accredited by	British Psychological Society					
Collaborative Provision Type	Not Applicable ▼					
Placement Available?	Yes ▼					
Study Abroad Available?	Select... ▼					
Applicable to Entry Year from						
Subject Benchmark Statement(s)	Psychology Click here to see 'QAA List' http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Psychology2010.pdf					
Programme Approved by	Faculty of Humanities & Social Sciences Teaching and Quality Committee (20/2/08)					
Aims	Learning Outcomes	Assessment	Placement/Prof Acc	Admissions/Support	Show All	Close
Aims; "What is the purpose of this programme of study? What is the programme intended to achieve?"						
Synopsis and Coherence	<p>The Undergraduate Psychology Degree is currently accredited by the British Psychological Society. It has a core of about 80% psychology and research methods units and about 20% other units. It is possible to follow a language option throughout the degree, or to study Sociology/Social Policy, Education, Neuroscience, Biology or Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. The third year is a compulsory placement year. In the final year, there is a range of units, many of which reflect the research interests of the Department.</p> <p>The degree is studied as a four-year full-time programme. A one-year placement is taken in the third year of study. The programme is arranged on a semester basis (6 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 - 12, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.</p>					
Educational Aims of the Programme	<ol style="list-style-type: none"> 1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching; 2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment; 3. A commitment to the integration of the strong research profile into teaching; 4. A commitment to the application of learning, in placements and applied and professional knowledge; 5. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment. 6. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields. 					

Learning Outcomes; including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Indicate what successful students should be able to do, how well they should be able to do it and the context or conditions in which they should be able to do it. See also FHEQ and SEEC guidance.

<p>Knowledge and Understanding</p>	<p><i>Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated include:</i></p> <p>Lead lectures, tutor-led seminars and tutorials, student-led seminars, IT practical sessions, practical workshops and problem-based learning scenarios.</p> <p><i>Assessment:</i> written unseen examinations, coursework, practical presentations, research reports, dissertation</p> <ul style="list-style-type: none"> • Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations. • Recognises the inherent variability and diversity of psychological functioning and its significance. • Can demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi) social psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology. • Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline. • Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations. • Has detailed knowledge and experience of a practical application of research in the discipline, while on placement.
<p>Intellectual Skills</p>	<ul style="list-style-type: none"> • Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology. • Can adopt multiple perspectives and systematically analyse the relationships between them. • Can detect meaningful patterns in behaviour and experience and evaluate their significance. • Can pose, operationalise and critically evaluate research questions. • Can demonstrate substantial competence in research skills through practical activities. • Can demonstrate competence in a range of qualitative research methods • Can reason statistically and use a range of statistical methods with confidence. • Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations. • Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project. • Can demonstrate intellectual, psychological and scientific skills in a practical context. Whilst on placement
<p>Professional Practice Skills</p>	<ul style="list-style-type: none"> • To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness. • To effectively and efficiently apply principles of psychological analysis within a variety of environments. • To develop sensitivity to the values and interests of others. • To effectively and efficiently apply principles of psychological analysis in a practical context while on placement
<p>Transferable/Key Skills</p>	<ul style="list-style-type: none"> • Can communicate ideas and research findings both effectively and fluently by written, oral and visual means. • Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets. • Is computer literate and is confident in using word processing, database and statistical software. • Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes. • Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams. • Can undertake self-directed study and project management in order to meet desired objectives. • Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning. • Is sensitive to and can react appropriately to contextual and interpersonal factors in a professional context

Assessment Methods

<p>Summary of Assessment Regulations</p>	<p>NFA - fully compliant <input type="button" value="v"/></p>
<p>Progression Regulations and Awards</p> <p><i>For programmes fully compliant with NFA refer to the relevant appendices of the relevant NFAAR</i></p>	

document ([UG](#), [PGT](#), [FD](#), [HY](#), or [CPD](#))

Note any significant features relevant to the "Assessment in the programme context" sections of the relevant NFAAR document.

Set out any approved exemptions from NFA.

Set out progression and assessment regulations where these do not comply with [NFA](#).

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The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

Students leaving an undergraduate programme prematurely may be eligible for a [Certificate of Higher Education](#) or a [Diploma of Higher Education](#).

[Click here to see 'Indicators of Quality & Standards'](#)

Placement and Professional Accreditation

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

A full-time work placement is required. In most cases this will be a placement in external organisations. In some cases the placement can be undertaken in the University with the student taking a research topic under the close supervision by a member of academic staff. In all cases the content of the year should provide experiential and practical learning opportunities related to the key themes raised by the Undergraduate Psychology Degree. The placement is assessed in various ways (including placement visits, a ten-week placement report, a paper presented to the mid-year placement conference, and a final placement report). These are required for the successful completion of the placement and they contribute 8% to the final degree classification.

Details of Study Abroad Requirements

Details of Professional Accreditation

This programme is accredited by the British Psychological Society. They require particular standards and content in our programme so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers.

Current professional accreditations are reviewed periodically by the bodies concerned.

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

Admissions and Support

Admissions Criteria including APL/APEL arrangements

Only refer to APL, APEL or direct entry with advanced standing if regular use is likely to be made or is not possible.

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:

School/College leavers who are at least 17 years on the 1st October in the year of admission

- Grade A in English and Mathematics (unless subject taken at a higher level)
- Plus one of the following:
- AS and A2 requirements - "standard entry" offer is A*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.
- BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)
- Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)
- Scottish Advanced Highers – at least AA from two Advanced Highers
- International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken).
- European baccalaureate - total score of at least 8 or 80%.
- French baccalaureate – at least 14 overall
- German Abitur – an overall score of 1.3.
- Greece Apolytirion - an average of at least 19/20 plus either one A Level or a UK foundation course
- USA - high school diploma minimum overall score of 3.3; SAT of 1200.
- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard and will be asked to submit one piece of their marked coursework for consideration.
- Open University – at least 70% in a 60 credit unit
- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

Additional Requirements

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology/entry-requirements>

Details of Support Available to Students

[link to Ac Reg quality page]

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via:

<http://www.bath.ac.uk/students/support/>

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Department and Programme Specific Support Information

e.g. induction programmes, any peer mentoring schemes, regular department events

Further information from the online prospectus at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology>

Business Support Systems - part of Computing Services