Aston University

ASTON UNIVERSITY PROGRAMME SPECIFICATION 2012-13

Programme Title	Psychology
UCAS/JASC Code	USLHLH030 and USLHLH014*
School/Subject Area	Life & Health Sciences, Psychology
Final Award	B.Sc (Hons) in Psychology
Interim Award(s)	Certificate of Higher Education Diploma in Higher Education
Mode(s) of Study	Full time with optional placement year
Normal Length of Programme	3 years 4 years with placement year
Total Credits	3 years 360 credits 4 years with placement year 480 credits
Programme Accredited By	The British Psychological Society
Dates Programme Specification Written and Revised	Written April 2004: Dr Ros Hill Revised (Special Regulations added) June 2005: Dr Liz Moores Revised (addition to special regulations and changes to curriculum) May 2007: Dr Liz Moores Revised (new final year module) July 2007: Dr Liz Moores Revised (new modules and title changes) Oct 2008: Dr Liz Moores Revised (new module changes, programme title and qualification frameworks) July 2009: Dr Carl Senior Revised (complete new final year, assessment strategy completed, programme code change, changes in first year modules) Aug 2010: Dr Carl Senior Revised (title changes to some first year modules, inclusion of full entry criteria) Sept 2010: Dr Carl Senior Revised (inclusion of PY3427) March 2011: Dr Carl Senior Revised (removal of PY2234, inclusion of PY2210 and the splitting of PY1122 into the two smaller PY1117 and PY1120) June 2011: Dr Carl Senior Revised (PY3305, PY3132, PY3121 added: Dr Carl Senior
Educational Aims of the Programme	1. To produce graduates with skills and abilities in research and enquiry, information literacy, personal and intellectual autonomy, ethical, social and professional understanding. 2. To produce graduates who can bring qualities of critical

	judgement and reasoning to their chosen occupation and who are capable of applying and disseminating psychological knowledge. 3. To provide students with an intellectually rigorous and up-to-date education in psychology which will help them to identify and achieve their personal, academic and professional goals. 4. To provide an environment where staff research activity and involvement in the subject inspire and inform student learning. 5. To allow students to pursue individual interests through an optional placement year, module choice and project work in the final year. 6. To deliver a programme of a standard which satisfies the accreditation requirements of the British Psychological Society for eligibility for Graduate Membership and Graduate Basis for Chartership. 7. To provide a programme which responds to the needs of a wide range of entrants from a variety of routes.
Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform programme outcomes.	The British Psychological Society accreditation requirements QAA Code of Practice School of Life & Health Sciences Quality Committee Framework Document for Higher Education in England and Wales QAA Benchmark Document for Psychology Staff Research

Programme Structures and Requirements: Levels, Modules and Credits **Stage I***

Module Title	Credits	Level	Module Code	Core/Elective
Approaches to Psychology	10	4	PY1134	Core
Studying Psychology in Higher Education	10	4	PY1128	Core
Research Methods and Statistics	20	4	PY1124	Core
Psychology Practicals	20	4	PY1125	Core
Cognitive Psychology Ib	10	4	PY1120	Core
Cognitive Psychology Ia	10	4	PY1117	Core
Developmental Psychology	10	4	PY1109	Core
Social Psychology I	10	4	PY1118	Core
Psychology and the Brain (HP)	10	4	PY1135	Core
Abnormal Psychology	10	4	PY1133	Core
TOTAL	120			

*Due to the change in programme title the 1st year modules for the 10/11 entry have the USLHLH030 BSc PSYCHOLOGY JACS/UCCAS specification. The rest of the years are still registered on USLHLH014 BSc HUMAN PSYCHOLOGY but will be changed as the year progresses.

Programme Structures and Requirements: Levels, Modules and Credits
Stage II

Module Title	Credits	Level	Module Code	Core/Elective
Cognitive Psychology IIa	10	5	PY2218	Core
Cognitive Psychology IIb	10	5	PY2219	Core
Developmental Psychology II	10	5	PY2208	Core
Language & Communication	10	5	PY2236	Core
Advanced Statistics	20	5	PY2224	Core
Psychology of Aging	10	5	PY2209	Core
Cognitive Neuropsychology	10	5	PY2234	Core
Individual Differences and Psychometrics	10	5	PY2231	Core
Psychological Research Methods	10	5	PY2238	Core

Employability and Career Planning	10	5	PY2210	Core
Social Psychology II	10	5	PY2229	Core
TOTAL	120			

Programme Structures and Requirements: Levels, Modules and Credits **Placement Year**				
Module Title	Credits	Level	Module Code	Core/Elective
Placement	120	P	PYPL06	Elective
TOTAL	120			

Programme Structures and Requirements: Levels, Modules and Credits **Stage III**				
Module Title	Credits	Level	Module Code	Core/Elective
Final Year Project	30	6	PY3314	Core
Psychology and Work	20	6	PY3342	Elective
Models of Psychotherapy	10	6	PY3360	Elective
Efficacy of Psychotherapy	10	6	PY3361	Elective
Philosophical Foundations of Psychology	10	6	PY3362	Elective
Auditory Perception	10	6	PY3363	Elective
Sexualities	10	6	PY3002	Elective
Mind & Brain	10	6	PY3112	Elective
Neuropsychiatric Disorders	10	6	PY3134	Elective
Nutritional Neuroscience	10	6	PY3133	Elective
Psychology of Eating	10	6	PY3131	Elective
Understanding Language Impairments	10	6	PY3130	Elective
Psychosis	10	6	PY3129	Elective
Psychology of Illness	10	6	PY3128	Elective
Individual Differences in Learning	10	6	PY3127	Elective
Visual Cognition	10	6	PY3126	Elective
Social Cognitive Neuroscience	10	6	PY3125	Elective
Health Behaviours	10	6	PY3124	Elective
Dyslexia	10	6	PY3123	Elective
Neurophysiology	10	6	PY3111	Elective
Children with Special Educational Needs	10	6	PY3364	Elective
Music and the Brain	10	6	PY3365	Elective
Psychopharmacology	10	6	PY3001	Elective
Cognitive Neuroscience of Emotion	10	6	PY3366	Elective
Human Aggression	10	6	PY3003	Elective
The Autistic Spectrum Disorder	10	6	PY3472	Elective
Motivation, Emotion and the Brain	10	6	PY3305	Elective
Sleep Disorders	10	6	PY3132	Elective

Gender and Psychology	10	6	PY3121	Elective
TOTAL	120			

Programme Outcomes, Learning and Teaching and Assessment Strategies			
A. Knowledge and Understanding			
	On successful completion of their programme, students are expected to have knowledge and understanding of:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	The scope and nature of psychology as an academic discipline, conceptual, ethical and historical issues and the contributions of different perspectives	These are developed through lectures and seminars, associated handouts and visual presentations, together with individual supervision in preparation of the student's final year project.	Seen and unseen exams, class tests, essays, on-line quizzes, practical reports, projects, portfolios, posters and presentations.
2	The scientific method, a wide range of research designs and quantitative and qualitative methodology, descriptive and inferential statistics, including parametric, non-parametric and meta-analyses.		
3	The practical applications of psychology and the links between theory and practice.		
4	The main theories of cognitive development and early social development.		
5	The cognitive experimental tradition of social psychology and the critical social perspective.		
6	A wide range of issues in and theories of cognitive psychology, including thinking, learning, memory, language, perception and problem – solving.		
7	The role of the brain in behaviour, theories of abnormal behaviour and neuropsychology.		
8	Theory and application of research into individual differences.		

B. Intellectual Skills

	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Reason scientifically and demonstrate the relationship between theory and evidence.	Intellectual skills are developed through the lecture programme and linked seminars and practical classes, independent study and coursework. Students are exposed to relevant modes of enquiry and analyses; they are encouraged through class discussion and their individual written work to identify key issues, to summarise and reflect upon key points from their reading, to assess evidence and its relevance. Guidance on the location and use of library and web sources, on referencing, on the preparation of written and oral work is provided through handbooks, workshops and skills classes. Research skills are further developed and individual supervision.	Seen and unseen exams, class tests, essay, practical reports, projects, portfolios, posters and presentations.
2	Think critically and question received wisdom.		
3	Show competence in research design, qualitative and quantitative analysis.		
4	Show competence in execution of empirical methodology.		
5	Assess the merits of competing explanation s in understanding the complexity of human behaviour.		
6	Identify, synthesise and evaluate relevant primary and secondary materials.		
7	Present arguments that are clear, structured and sustained.		
8	Carry out a sustained piece of independent research.		
9	Demonstrate the development of intellectual integrity and maturity, and the ability to reflect on an integrate what has been learned.		
10	Undertake and present work in accordance with the conventions of scholarship.		

	C. Professional Skills		
	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods

1	Identify a research question and from this design, execute and report an empirically-based research project	These are achieved through lectures, practicals and individual supervision	Essays, exams, project, research proposals.
2	Understand the ethical context of psychology as a discipline.		

	D. Transferable Skills		
	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Good written communication skills.	Communication skills are developed through seminars, fish bowl technique, study skills essay feedback, poster presentations and oral presentations. Effective use of information sources, analytical ability, independent and group work are all developed through study skills classes, problem-base tasks and independent supervision. Self-reflection is developed through the placement log book (placement students only) and through the use of self-assessment forms. Work experience is gained through the placement year (placement students only).	Coursework, exams group and individual projects, practical reports, oral presentations, poster presentations.
2	Competence in the use of information technology for work processing, data handling, communication and information gathering.		
3	The ability to undertake self-directed study and project management.		
4	The ability to work effectively in teams, reacting appropriately to contextual and interpersonal factors.		
5	The ability to reflect upon own learning and development.		
6	Knowledge of the responsibilities, tasks and relationships involved in work (placement students only).		
7	Good oral communication skills.		

Entry Requirements	*In addition to satisfying the general entry requirements, candidates must also satisfy the entry requirements determined by the School Board and approved by Senate .*
Programme Regulations (delete as appropriate)	**REQUIRMENTS FOR THE ORDINARY DEGREE** 1. ORDINARY DEGREE: Placement Stage: On the four year programme, Stage Three will be assessed by the Board of Examiners as one module, PYP100, worth 120 credits at Level P. 2. ORDINARY DEGREE: Final Stage: Final stage assessment will comprise one compulsory module, PY3314 Final Year Project (30 credits) and nine optional modules (to a total of 120 credits). The optional modules offered may vary from year to year according to staff availability. **FAILURE IN MODULES** 3. Normally, condonement of modules may be applied only when the overall mark is within 5% of the normal pass mark for the module and when the candidate's overall weighted mark for the stage is 45% or above. Condonement normally may only be applied when a student has passed all modules other than those for which condonement is considered. PY3314, the final year project module cannot be condoned. 4. Normally, where a module requires the completion of a portfolio of assessments or completion of research credits students must pass both portfolio and/or research hours components of the module. 5. All modules in the Psychology programme require an element of reflective practice. To this end students in the first and second years are required to complete two feedback surveys by the end of each term. Final year students will be required to complete these surveys at the end of each module. Failure to complete these surveys may result in students receiving no marks for that module.
Further Information	In order to be eligible for the Graduate Basis for Chartered Membership of the British Psychological Society (GBC) students must gain at least a Lower Second Class Honours degree or equivalent thereof in addition to passing the empirical psychology project (PY3314).

This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes

full advantage of the learning opportunities that are provided. **The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review.** Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.