Course Handbook
BSc (Hons) Psychology
2019-2020
UCLan Preston: Dr Paul Taylor
UCLan Burnley: Dr Kat Cartmell
School of Psychology

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

I would like to welcome you to the School of Psychology at the University of Central Lancashire (UCLan). I hope that you will enjoy studying with us and that you will find your course both interesting and rewarding.

The School of Psychology is large, with around 50 academic staff, numerous research staff, a dedicated senior technician and approximately 40 MPhil/PhD research students. The School is based in Darwin Building, which was purpose-built for Psychology and therefore has an abundance of specialist resources available for students, which you are all encouraged to use during your time here.

The purpose of this handbook is twofold. First, it addresses many academic issues, including the modules that are available during each stage of the course. Second, it addresses many of the administrative questions that you may have during the early stages of the course. These questions may relate to enrolment or registering for the appropriate number of modules. This handbook should be used alongside other University guides and should be kept in a safe place. The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

The School is very proud of its undergraduate taught programmes, which are delivered by a team of dedicated and enthusiastic academics who work hard to ensure that you receive a transformative learning experience through the acquisition of cutting-edge knowledge and skills. In return we expect the highest levels of motivation and commitment from you so that you can gain the most from your time with us.

I would like to take this opportunity to wish you the very best with your studies.

Professor Linden J Ball
Dean of School of Psychology

UCLan Burnley students:

It is my great pleasure to welcome you to the Burnley Campus of the University of Central Lancashire. You are joining us at a very exciting time in the evolution of the University and over the next few years you will witness a significant expansion of the campus and our learning community. During your time with us as a student, we will provide you with many opportunities to gain new experiences. Please take advantage of these and immerse yourself fully into University life. The more you engage, the greater the benefits. I hope you have a very successful time with us and I wish you all the best for the year ahead.

Specific information on the Burnley Campus can be found on the website:

https://www.uclan.ac.uk/burnley/

Dr Ebrahim Adia

Provost, Burnley Campus

1.1 Rationale, aims and learning outcomes of the course

1.1.1 Degree Awards in Psychology

The following degree awards are referred to as Single Honours because you study one subject only, Psychology. They are referred to collectively as the Psychology programme or routes, as they all involve the same compulsory modules at Year 1. They are all Bachelor of Science (BSc) Honours degrees, although lesser awards are available for successful completion of part of the programme (e.g. Degrees without Honours).

- **BSc (Hons) Psychology**
- BSc (Hons) Psychology of Child Development
- BSc (Hons) Forensic Psychology
- BSc (Hons) Clinical Psychology
- BSc (Hons) Neuropsychology
- BSc (Hons) Cyberpsychology

Psychology may also be combined with other subjects: Psychology & Criminology, and Psychology, Psychotherapy and Counselling (details in separate handbooks).

You have enrolled on the **BSc (Hons) Psychology** degree programme. The UCLan Preston course leader for this programme will be **Dr Paul Taylor** and the UCLan Burnley course leader will be **Dr Kat Cartmell**.

1.1.2 Recognition by the British Psychological Society (BPS)

Applicable to students studying at UCLan Preston and UCLan Cyprus only. The programme at UCLan Burnley campus is not recognised by the BPS as conferring Graduate Basis for Chartered Membership (GBC).

The British Psychological Society (BPS) is the learned society and professional body governing psychology in the UK and accredits undergraduate degree course programmes and postgraduate professional training courses in psychology. The first step on any path towards a career as a professional psychologist is the completion of an undergraduate degree course programme that is recognised by the BPS as conferring Graduate Basis for Chartered Membership (GBC). One of the main criteria for admittance to an accredited postgraduate professional training programme in any area of psychology (e.g. Forensic Psychology, Clinical Psychology) is GBC. All Single Honours awards in the School of Psychology confer GBC, as does the Combined Honours Major Professional route (Year 3 only). However, GBC is conferred only if the final degree classification is at the Lower Second Class Honours (2.ii) level or higher, and you pass your Project.

Please note: Students must recognise that training in Forensic, Health, Neuropsychology and Sport & Exercise Psychology (and any other area of professional psychology) is acquired through postgraduate education and supervised practice, not through an undergraduate degree. On completion of this programme students are not qualified to practise as a Forensic, Health, Neuropsychologist or Sport & Exercise Psychologist without further training. An accredited degree in Psychology is, therefore, just the first step towards becoming a professional psychologist.

1.1.3 Aims of the BSc Psychology

1. This programme aims to provide students with the knowledge and skills required by the British Psychological Society in its undergraduate syllabus.

2. The programme will thus allow all those who meet the BPS requirements to go on to the further training that they need to embark upon careers as professional psychologists.

3. For those students who do not wish to pursue careers within psychology, it provides an understanding of human behaviour and capabilities and characteristics that would be of benefit in a range of careers that involve interacting with people.

4. Through the provision of a stimulating and supportive learning environment, students will be provided with an up-to-date curriculum in psychology that emphasises the development of skills and knowledge related to the scientific and empirical aspects of the curriculum, but also an appreciation of how these can be applied in the 'real world'.

5. The same curriculum, in its delivery and assessment, will provide students with a range of graduate skills (such as academic enquiry, analysis and construction of arguments and critical thinking) that will enhance their employability in a range of careers.

6. The development of other transferable skills such as communication, presentation and time management is also a feature of the programme enabling graduates not only to be effective employees, but to be effective members of the communities in which they live.

1.2.4 Assessment and Learning Outcomes

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Psychology employs a number of examination and coursework methods to assess LOs.

As you move through the Levels of your programme, you will encounter changes in the nature and emphasis of what you are learning. At Year 1 (Level 4) you will be exposed to fairly straightforward, uncontroversial, material, and you will not be expected to engage in sustained critical analysis or argument. At Year 2 (Level 5) you will be developing the capacity for criticism and argument as well as a more sophisticated understanding of methods and theories. By the end of Year 3 (Level 6) we expect these skills to be well developed.

There will also be a change in the manner of learning as you move through the levels: this can be characterised as a shift from dependence to independence. This is most clearly shown in the empirical investigations and reports that you have to complete at each level of study (moving from Year 1 lab classes, through to Year 2 small group investigations, ending with the Year 3 Project). Independence at Level 6 is also seen in the type of material you are expected to rely on in developing your arguments (that is, research journal articles rather than textbooks).

The changing manner, nature, and emphasis of the sorts of thing we are expecting you to learn over the three Levels is reflected in corresponding changes to the manner, nature and emphasis of assessment. For example, you will be expected to demonstrate LO A1 at all Levels: what changes from one Level to the next is the expected degree and depth of knowledge and understanding, and the ways of assessing them. With increasing level there

is also a progressive differentiation between the Single Honours degree routes in aspects of course content and in the kinds of issues and problems that are addressed.

See Appendix 8.1 for detailed information about specific Learning Outcomes in respect of your programme of study.

Module Handbooks include details of how each module is assessed, and what learning outcome each assessment tests and contributes to the overall mark. Module Handbooks are available on the Blackboard Virtual Learning Environment (VLE) to students enrolled on the module.

1.2 Course Team

Dean of School: Prof Linden Ball
Head of School: Dr Jamie Taylor
Programme Coordinator: Dr Lynda Holyoak
Student Experience Lead: Dr Sarita Robinson
Business Development Lead: Dr Andy Morley
Special Needs Advice: Dr Beth Richardson

Course Leaders:
BSc (Hons) Psychology (UCLan Preston) - Dr Paul Taylor
BSc (Hons) Psychology (UCLan Burnley) - Dr Kat Cartmell
BSc (Hons) Clinical Psychology – Dr Mark Roy
BSc (Hons) Cyberpsychology – Dr Helen Jones
BSc (Hons) Psychology of Child Development - Dr Mike Eslea
BSc (Hons) Forensic Psychology - Dr Roxanne Khan
BSc (Hons) Neuropsychology - Dr Lea Pilgrim
BSc (Hons) Neuroscience – Dr Nikola Bridges
BSc (Hons) Psychology & Criminology - Dr Abi Thornton
BSc (Hons) Psychology, Psychotherapy & Counselling - Dr Jo Bryce

Academic Staff in the School of Psychology:

Name	Tel	Room	E Mail @uclan.ac.uk
Abbott Janice	3790	229	JAbbott
Archer John	3430	231	JArcher
Ball Linden	3421	105	LBall
Bridges Nikola	3879	220	NJBridges
Bryce Jo	3437	208	JBryce
Caswell Noreen	4457	118	NCaswell1
Chu Simon	5178	215	SChu
Chronaki Georgia	4454	210	GChronaki
Denhovska Nadiia	4455	116	NDenhovska
Dewhurst, Anne	4458	210	ADewhurst5
Eslea Mike	3424	211	MJEslea
Field Charlotte	3446	219	CField2
Filho Edson	3436	114	EFilho
Fischer, Anja	4456	114	AFischer1
Frowd Charlie	3257	116	CFrowd1
Furman Reyhan	4451	116	RFurman

Gardner Kathryn	4463	206	KJGardner
Graham-Kevan Nicola	3726	111	NGraham-Kevan
Holyoak Lynda	3429	102	LHolyoak
Ireland Carol	3440	209	CAIreland
Ireland Jane	4471	231	JLIreland1
Jones, Helen	3441	209	HSJones1
Judge Jeannie	5170	107	JJudge
Khan Roxanne	5175	221	RKhan2
Liversedge, Simon	3877	110	SPLiversedge
Mann Sandi	3441	209	SMann
Marsh John	3754	110	JEMarsh
Hollie Massey	3447	112	HMassey
Morley Andy	3449	212	AMMorley
Moseley Peter	4495	110	PMoseley
Pilgrim Lea	3435	109	LPilgrim
Richardson Beth	3753	112	BHRichardson
Richardson Cassandra	3427	213	CRichardson5
Robinson Sarita	4494	102	SJRobinson1
Roy Mark	3752	113	MPRoy
Seager Paul	3426	117	PBSeager
Sullivan Cath	3428	216	CSullivan
Taylor Jamie	3438	103	JATaylor2
Taylor Paul	4474	217	PJTaylor
Thornton, Abigail	3431	206	AThornton4
Willan VJ	3727	214	VJWillan1

Phone Numbers: The phone numbers listed are the extension numbers for the staff. Should you wish to call anyone from an external number then you will need to include the Preston dialling code (01772) AND 89 in front of the extension number.

Campus Admin Services provides academic administration support for students and staff and are located in Foster Hub 058, which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.
The Hub telephone number is 01772 891990 or 01772 891991.
The Hub email contact is FosterHub@uclan.ac.uk

1.3 Expertise of staff

Psychology is a broad and diverse discipline, dealing with human behaviour at levels ranging from the highly specific neuronal level to the general cultural level. The academic staff in the School are experts in their own field of psychology and are actively engaged in their own research which informs their teaching and ensures that the curriculum in the School is at the very cutting-edge of the field. Information about the specific research interests of the academic staff can be found in the Staff Directory of the School website. In addition, a majority of senior academic staff engaged in teaching in the School have been awarded Fellowship status by the Higher Education Academy, the organisation responsible for enhancing excellence in teaching in higher education.

The School's research strengths fall within three broad areas that form research groups: Cognitive Research Group, Forensic Research Group and the Health Research Group. With

a focus on real-world issues and an underlying theme of informing practice through evidence-based research, the focus is on multidisciplinary collaboration. National and international collaborations are in place with NHS Trusts, patient groups, medical practitioners, allied health professionals, the Prison Service, police forces, Local Education Authorities, schools, athletic clubs and charitable institutions. The Psychology BSc programme will draw on the research and teaching expertise from staff in all three research groups within the School.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following Hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Hub	Greenbank Hub	Harris Hub
FB058 01772 891990 or 891991 FosterHub@uclan.ac.uk	GR006 01772 891998 or 891999 GreenbankHub@uclan.ac.uk	HB120 01772 891996 or 891997 HarrisHub@uclan.ac.uk
• Physical Sciences • Forensic & Applied Sciences • Pharmacy & Biomedical Sciences • Psychology	• Business • Management • Sport & Wellbeing	• Centre for Excellence in Learning & Teaching • Humanities and the Social Sciences • Lancashire Law School

Allen Hub	Brook Hub	C&T Hub
AL007 01772 895566 AllenHub@uclan.ac.uk	BB204 01772 891992 or 891993 BrookHub@uclan.ac.uk	CM235 01772 891994 or 891995 CandTHub@uclan.ac.uk
• Dentistry • Medicine	• Community Health & Midwifery • Health Sciences • Nursing • Social Work, Care & Community	• Computing • Art, Design & Fashion • Engineering • Film, Media & Performance • Journalism, Language & Communication

UCLan Burnley

Information Building, Princess Way, Room C106

Opening times: 8.45am – 5pm Monday to Thursday, 8.45am – 4pm Friday telephone: 01772 475500 email: burnleyhub@uclan.ac.uk

1.6 Communication

Email: This is the main medium of messaging between staff and students. The University expects you to use your UCLan email address and check regularly for messages from staff. Please note that if you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Similarly, you should also ensure that all your emails have a meaningful subject line, as emails sent without a subject line can often be missed or automatically filtered as potential spam.

Text Messages: We endeavour to ensure all classes are delivered as per the timetable and module handbooks, however, if there is an unavoidable change or cancellation to your class, we will inform you via text message. Therefore it is important that you ensure that your mobile phone number details are kept up-to-date at myUCLan.

Handbooks: together with this Course Handbook, Module Handbooks and extensive course materials are available on the specific module Blackboard site. These will be demonstrated to you in your induction sessions.

Meetings: You are encouraged to maintain regular contact with members of the course team, especially your Academic Advisor. Face-to-face meetings are normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge. You can arrange appointments with all members of staff. All academic staff have

set aside several hours each week where students may see them and their availability is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

Noticeboards: There are notice boards displaying information about your course in Darwin Building. Information on guest lectures, upcoming events, groupings etc. are posted frequently. It is your responsibility to make sure that you are aware of the information that is posted on the course and general notice boards.

1.7 External Examiner

The University has appointed an External Examiner for your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Similarly several members of the teaching staff here in the School similarly fulfil this role for other Universities. For Psychology there are three external examiners who oversee our courses; their home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The School will also send a sample of student coursework to the External Examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Current External Examiners are:

• Dr Aimee Aubeeluck, University of Nottingham
• Dr Natasha Sigala, University of Sussex
• Dr Daniel Hale, Heriot-Watt University

External Examiner reports will be made available to you via the Blackboard VLE during the year.

2. Structure of the course

2.1 Overall structure

Each of the three years of the course consists of a number of modules. Some of these modules are full modules and have a credit rating of 20. Others are half modules and have a credit rating of 10. The academic year is split into thirds, the first runs from autumn until the New Year, the second from New Year until the start of the summer and a third runs from the summer through to the autumn. You must note the teaching sessions associated with the modules you take.

Some modules will be delivered in Semester One, some in Semester Two and others, taught in both Semester One and Two, they are referred to as Semester One, Semester Two and Year Long modules respectively. Your course, other than to address any outstanding

assessment or perhaps a placement module, will not typically utilise Semester Three, which is used for other functions within the University.

You must register for 120 credits of study on each year of your programme. Each module carries a credit weighting (either 10, 20 or 40 credits): see the table in Section 2.2 below for details.

You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level. In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level.

You should also note that option means that you have a choice of which module to take from a list of potential modules, not that this is a module you may or may not decide to take in addition to your programme of study.

Registering and changing modules

To register for modules or make changes to module registrations, you should fill in a Module Change Form, which is available from the Hub. This must be signed by you and your Academic Advisor and submitted by the deadline indicated on the form (normally early in each semester).

It is important that your programme of study is correct and you must regularly check all details on your profile (including, where different, both home and term-time address details and mobile phone number) via myUCLan. Please follow this direct link.

Note: It is your responsibility to ensure that all details on your profile are correct and up-to-date.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The structure for BSc Psychology is as follows:

Module	Module Title	Comp/ Optional	Credits
	YEAR 1		
PS1010	Methods and Practice of Psychological Inquiry	Comp	20
PS1020	Introduction to Developmental and Social Psychology	Comp	20
PS1030	Introduction to Psychobiology and Cognition	Comp	20
PS1040	Current Topics in Psychology	Comp	20
PS1630	Topics in Forensic and Criminal Psychology	Opt	10
PS1640	Psychology of the Media	Opt	10
PS1660	Baby Minds: Psychology of Infant Development	Opt	10
PS1670	Social Media and Cyberpsychological Behaviour	Opt	10

PS1680	Clinical Perspectives on Psychological Disorders	Opt	10
PS1685	Brain and Behaviour	Opt	10

		YEAR 2		
PS2010	Psychological Research 1: Design and Quantitative Methods	Comp	20
PS2015	Psychological Research 2: Qualitative Methods	Comp	10
PS2020	Social and Developmental Psychology	Comp	20
PS2030	Cognitive and Physiological Psychology	Comp	20
PS2040	Individual Differences	Comp	10
PS2250	Neurocognitive Development & Disorders	Opt	20
PS2360	Clinical Psychology	Opt	20
PS2570	Cyberpsychology, Identity and Online Behaviour	Opt	20
PS2800	Forensic Psychology	Opt	20
PS2850	Topics and Techniques in Neuroscience	Opt	20
PS2070	Placement Year (optional for sandwich award)	Opt	120
PS2075	International Year (optional for sandwich award)	Opt	120
		YEAR 3		
PS3900	Psychology Project	Comp	40
PS3010	Violent and Sexual Offending	Opt	20
PS3015	Crime: Impacts and Consequences	Opt	20
PS3020	Neuropsychological Disorders and Techniques	Opt	20
PS3025	Brain, Treatments and Behaviour	Opt	20
PS3050	Applying Psychology to the Educational Setting	Opt	20
PS3051	Advanced Developmental Psychopathology	Opt	20
PS3070	Psychology Placement Module	Opt	20
PS3081	Application of Clinical Psychology Practice, Clinical Research, Service Delivery	Opt	20
PS3085	Cognitive Behaviour Assessment and Treatment Planning in Clinical Psychology	Opt	20
PS3570	Psychological Aspects of Cyberspace: Theory, Research and Applications	Opt	20
PS3575	Understanding Human Behaviour in Cyberspace: Current Problems, Debates & Insights	Opt	20

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

As we are aware that your career aspirations might develop and change during your period of study with us, there is an element of shared common modules across the programmes. This ensures that you not only have an understanding of the core areas of psychology but provides the possibility for students on some programmes to transfer to other programmes at both the end of year 1 and end of year 2. This is to help ensure that you graduate with the degree you need at the end of your period of study, for the career you seek and not the one you wanted when applying to University. We strongly advise that you discuss such possibilities in detail with your Academic Advisor before formally requesting any such change.

2.4 Study Time

2.4.1   Weekly timetable

Your weekly timetable is available via the [Student Portal Timetable](). You are urged to check your timetable on a daily basis in case of room or time changes.

2.4.2   Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The course requires that you study 6 full (20-credit) modules (or an equivalent made up of half and double modules) in each of the three years of your course.

We also strongly advise that you take advantage of the other opportunities available to you via the University and the Students Union to develop not only academically but also your general life skills.

Remember, however that there are only so many hours in a day, and it is your responsibility to manage your time effectively.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Student attendance at timetabled learning activities is required, and will be monitored using the Student Attendance Monitoring (SAM) system; this will involve you signing in at every session or swiping your card through an electronic reader. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the Regulations for Conduct of Students.

If you are unable to attend for any reason, you should inform staff in the Hub, who will notify the Student Experience Co-ordinator (who monitors attendance). If you know in advance that you are going to be absent, you must apply for authorisation for leave of absence from the Student Experience Co-ordinator. If you are absent due to illness for seven days or more, a medical certificate must be produced. A medical certificate/ letter will not usually be required for shorter absences, unless one is requested (e.g. by the Student Experience Co-ordinator).

Unauthorised absence is not acceptable. We will contact you about absence and failure to submit coursework and expect you to respond promptly. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.
- The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning.

Lectures are the most formal teaching method and serve primarily to define the syllabus. They should not be regarded as providing all you need to know, but rather a framework of information, which you develop through private study. Be prepared to write your own notes

to go with each lecture. These should supplement any lecture outlines available on the module Blackboard site.

Practical or 'Lab' Classes are a very important part of the course. Their aim is to train you in the principles and methods of empirical enquiry, and in the conventions of report writing. Guidelines on report writing are in the Assessment and Policy Handbook, and on the Blackboard lab website.

Seminars are aimed at helping you to develop the skills of communication (verbal and written), criticism, and problem solving through encouraging you to discuss various topics and issues. Generally, seminars place more demand on you from year to year. Successful seminars rely upon student participation, so be prepared to read materials before you arrive at the seminar, and do not be afraid to ask questions or say the wrong thing. You will often learn more from considering "wrong" answers than from the "right" responses.

Statistics Workshops are usually held in one of the computer rooms so you get practice at using the statistics package, while the Tutor talks you through it. As a science based course it is important that you gain a good understanding of the statistical principles and using computer packages to conduct analyses. The course is designed to introduce you to this area at a pace that will ensure that you will master this area of the course, and thereby enhance your employment prospects both within psychology and outside of the discipline. It is, however, important that you practice the skills you gain in these workshops outside of the classes. If you do this, you will be able to concentrate upon the implications of the analysis you've conducted for psychology, and understanding the statistics rather than spending these sessions trying to remember how to operate the computer package.

Workshops are usually aimed at giving you some practical demonstration of key areas. The intention here is to demonstrate the concepts being taught in a way that is both concrete and memorable to ensure that you have understood material that has been introduced in the lectures

3.2 Study skills

You will find information about where to get help with study skills from university wide services such as WISER (https://www.uclan.ac.uk/students/study/wiser/index.php) and the Library/LIS (https://www.uclan.ac.uk/students/study). In addition you will find that the development of study skills are embedded within the course.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS has recently subscribed to an exciting new interactive e-learning resource offering in-depth modules on four core study skills:
•   Writing skills
•   Reading and Note-Making
•   Critical Thinking Skills
•   Referencing and Plagiarism

The resource is interactive and online, and enables students to learn essential study skills in their own time and space.

Library opening times:
30th May – 4th September 7:30am-10pm
14th September Onwards 24/7

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. The link below will take you to the LIS page for the School of Psychology where you can see subject guides and find how to access a range of online databases. Psychology - LIS Resources.

The School provides online resources that are specific to each module as the course progresses. Access and links to online material is given through the University virtual learning environment, Blackboard, where course materials and resources can be accessed away from campus using any web browser. This system operates in a similar way to Moodle that many of you will have used at school or college.

3.4 Personal development planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues in Psychology, some of the learning outcomes of the Psychology Programmes provide transferable or key skills. Students are encouraged to engage in all aspects of the course, the school and the university to develop the skills, which will stand them in good stead in their careers. See also section 3.5.

Students may attend School Research Seminars. These are talks presented by invited speakers (staff or researchers either from UCLan or another university). The topic is usually some aspect of the speaker's own research e.g., a particular study or series of experiments, written for a general psychology audience. These talks can be useful to students in expanding their understanding of research issues; they will be advertised on posters around Darwin Building, on the course Facebook pages and via the School Twitter account (@uclanpsychology).

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an integral part of it, and will help you to show future employers just how valuable your degree is, and enable you to use your time at university to focus on developing yourself in ways that will beneficial to your career.

These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:
- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 9am-5pm (Mon-Thurs) & 9am-4pm (Fri) for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

All students have access to the Psychology Careers Blackboard site available when you log on to your Blackboard account. This gives links to many useful websites including the British Psychological Society (www.bps.org.uk), and information about careers and further training.

4. Student Support

The vast majority of students progress through their degree course programme and graduate with a well-deserved honours degree without any need for specific support or guidance. However, some students face particular difficulties at various points during their studies and there are support mechanisms at both School and University level to help.

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

4.1 Academic Advisors

During the first week of a course, you will be assigned to one member of the academic staff who will serve as your Academic Advisor. In most instances you will stay with that Academic Advisor throughout your undergraduate studies, however if they leave you will be reassigned to another member of staff. In addition, if, for good reason, you wish to change Academic Advisor during your course, then this can be done.

You will see your Academic Advisor on a regular basis. This will be more frequent in first year to ensure that you are settling in to university life, but will carry on in second and third year to keep track of your progress and to support you towards securing a job or further training at the end of the course.

Academic Advisors are here to give you support on:

- Academic matters (such as module choices, or performance on assessments)
- Employability matters (such as considering career plans)
- Personal issues or difficulties

With regard to the last point, you must remember that Academic Advisors are not counsellors. They are, however, a very useful first port of call to discuss your problems, as they can offer advice based on their knowledge of School and University procedures and regulations and can signpost you to a number of people or services who would be able to give you more specialist advice and support if you need it. If you are having difficulties which affect your ability to undertake assessments, it is not sufficient to see your Academic Advisor, you will have to make an Extenuating Circumstances submission, the process for which is detailed elsewhere in this handbook.

Most of your meetings with your Academic Advisor will be one-to-one. At points during the academic year, your Academic Advisor will email you to make an appointment to see you. Please do not ignore the email or the meeting request. There will be a good reason why they have asked to see you, and it is in your best interests to attend. Meeting attendance is monitored, and may be used to inform any decision we have to make to withdraw you from the course if we think you are not engaging with your studies. Meeting your Academic Advisor will also enable them to get to know you. As most graduates ask their Academic Advisor to write references for jobs etc, it really helps if the member of staff knows something about you. Of course, you don't have to wait for them to invite you to a meeting: if you have an academic, employability or personal issue you wish to discuss, you can request a meeting with them. They will let you know at the outset how best to arrange a meeting.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The School lead (who advises students who have a special educational need or disability that may affect their studies) is Dr Beth Richardson. If you feel you need to discuss issues regarding disability you are encouraged to seek a confidential meeting with Dr Richardson.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Psychology employs a number of examination and coursework methods to assess LOs.

The Module Handbook for each module includes details of how the module is assessed, and what each assessment contributes to the overall mark.

5.1.1 Types of Assessment

Module Handbooks will detail the types of assessment that will be used for each module and, if there are multiple components to the assessment, the handbook will also specify what proportion of marks will be assigned to each component of assessment. If there is an examination, you will also be told how long the examination will take, and when it will take place (normally, this is during one of the university assessment periods). Assessment periods are included in the University Academic Calendar (available on the UCLan website). The examination timetable is not released until a few weeks before the assessment period. This is, however, not the case for in-class tests where the dates are included in the Module Handbook available at the start of the module.

5.1.1.1 Multiple-choice question (MCQ) examinations

In a Multiple Choice Question examination, you are presented with a question (or a statement to complete), and asked to select what you think is the correct answer from a choice of four options. MCQ examinations are used in Year 1 and in some optional modules. At Level 5 (Year 2) MCQs are used as part of the assessment process on some modules, this is to ensure that you have the broad knowledge of the subject necessary to develop a greater depth of understanding in the specialist modules in the final year (Level 6). MCQ examinations are not used at Level 6 (Year 3).

5.1.1.2 Unseen essay-type examinations

These feature in most Level 5 modules (usually studied in Year 2 of the degree). Typically, candidates answer two questions from a selection, and have no prior knowledge of the questions. The question paper may be divided into sections, where you must answer one question from each section. You should ensure that your revision processes ensure that you have sufficient knowledge to be able to answer a range of questions, and do not rely upon

apparent patterns in the year-on-year examination papers to question spot. Such patterns are entirely coincidental, are not part of our assessment strategy and should not be used to predict which topics will appear on any given examination paper.

5.1.1.3 Seen essay-type examinations

This form of assessment involves students being given the questions in advance, but answering them under normal examination conditions. You are encouraged to use your preparation time to ensure that you can produce a strong answer in the examination, as such it would be wise to refer to the assessment criteria for examinations that appears towards the back of this handbook. This will ensure that you are in a position to produce the strongest answer possible.

5.1.1.4 Mixed unseen and seen essay-type examinations

This method features in some Level 6 examinations. Papers are divided into two sections: A and B. Section A is a compulsory 'seen' question, and Section B is four 'unseen' questions from which you select one, so that you answer two questions in two hours.

5.1.1.5 Coursework (Assignments)

Coursework/Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module handbook. Assessment methods used include:
• Empirical Investigations
• Formal essays and reports
• Presentations

The course team have devised the assessment strategy with the needs of the Psychology discipline in mind.

There are six general criteria on which Year 2 and 3 coursework and examination answers are evaluated and classified. The six criteria are:

1. Relevance
2. Quality of Argumentation
3. Originality
4. Knowledge and Content
5. Quality of Explanation
6. Style

There is nothing comparable written for Year 1 where much of the work is about developing your skills in essay and report writing, and in other transferable skills. Year 1 marks do not contribute towards your degree classification as we recognise that Year 1 involves learning new material and new ways of working.

When you are asked to produce a piece of coursework, you will be given written instructions of what is required. Please adhere to word limits and page limits on assignments as penalties will be incurred (as per your Module Handbook). Students often make false assumptions about the penalties for exceeding a word count. Please note that there are

generally penalties for exceeding word limits and that students should ensure they submit work below these limits.

5.1.1.6. Reports of Empirical Investigations

A substantial majority of assessed coursework is made up of reports of empirical investigations (often referred to in Years 1 and 2 as 'lab reports'). With regard to the investigations themselves, you will find that there is a progression from Year 1 class exercises, through Year 2 group exercises, to the Year 3 Project which is a substantial piece of independent research carried out under the supervision of a member of staff. In all cases, whether done as a class, group or independent exercise, the report itself is an individual piece of work.

You will write up a number of lab reports in Year 1. The content for the reports is delivered in class and you have a limited time to write the report and submit it. In Year 2, you will undertake two research methods modules each of which requires you to write a lab report. In PS2015 you will be given direction to undertake a qualitative study on a given topic. In PS2010 you will work in a small group to design and undertake an investigation under the supervision of a member of staff. The report submission deadline takes into account the time needed to organize and carry out the group investigation.

The Year 3 Project is the most important single piece of work undertaken during the Degree Course. As a rule, students begin their Final Year with a topic or topic area and a supervisor already decided. The Project is a double module (40 credits): this means it is worth of 33% of Year 3 marks and is the most important assignment on the course in terms of weighting for the degree classification.

5.1.1.7 Other Types of Report

There are other types of report. For example, production of leaflets or consultancy type reports. Where a module involves other types of report you will be told exactly what is required. These reports will often mimic the type of tasks that you might be expected to undertake when working as a psychologist and therefore these can be viewed as good preparation for your career beyond UCLan.

5.1.1.8 Essays

You will be asked to write a 'practice' essay at the start of Year 1. This allows us to give you early feedback on your essay-writing skills using Year 1 essay assessment criteria. Essay-type examinations are common, it is important you take every opportunity to develop good essay-writing skills and build upon feedback.

5.1.1.9 Presentations

Presentations can be either individual, or, sometimes, as part of a group, to an audience of peers. They usually involve a talk supported by visual aids, but other forms may be acceptable. There may also be non-assessed presentations during seminars, when you share your views with other students. A variant of the presentation is a poster presentation, where students may put together a poster regarding a topic (a commonly used presentation method at academic conferences) then will answer questions about it. You will be encouraged to apply what you know about the psychology of attention and/or memory to the completion of this work as this is likely to lead to higher marks.

5.2 Notification of assignments and examination arrangements

Module Handbooks give information about methods of assessment for individual modules. Individual coursework deadlines and return dates for marked work will be available within the module Blackboard space. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit by the submission deadlines. The majority of coursework assignments will be set, submitted, marked and returned via the BlackBoard VLE. Unless stated otherwise the coursework submissions time will be 23:59 on the specific date set.

5.3 Referencing

Detailed instructions on the approach required and the style to be adopted in included in the Student Assessment Handbook, available from the Blackboard VLE, within the School of Psychology area under My Organisations.

5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work;
- report their findings accurately and truthfully;
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's Ethical Principles. If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may

also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

By submitting your work to Turnitin, you are indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations: G7 and the Assessment Handbook.

• Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
• Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
• Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
• Re-presentation is an attempt to gain credit twice for the same piece of work.

During the early part of your course you will receive lectures on plagiarism, and be given guidance on how to avoid it. Online coursework submissions will be made to the Blackboard VLE via a submission tool called Turnitin. This will check for potential plagiarism and make the information available to the staff member marking the script. To help you avoid issues around plagiarism, the School has set up a test Turnitin submission tool that will allow you to submit a draft of your work (before the stated deadline submission date/time) and receive the Turnitin output yourself. This will help you identify any potential problems with the work and get further advice on how to avoid plagiarism before you make your final submission.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook, section 5. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
• the penalty will be 0% for the element of assessment, and an overall fail for the module.
• the plagiarised element of assessment must be resubmitted to the required standard
• and the mark for the module following resubmission will be restricted to the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work).
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

At the end of each module you will be invited to complete a Module Evaluation Questionnaire to enable you to feedback on the content and delivery of the module. These questionnaires are considered by the course teams to drive forward further improvements in the modules. We will also regularly hand out Stop/Start/Continue sheets within classes to get more prompt feedback from yourselves within the modules, which can lead to more immediate responses.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs are included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your School President, supported by a senior member of the School staff, will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to agenda items which will be advertised in advance of the meeting to enable the collation of comments from students in the School via their Course Reps.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire: Preston campus
		University of Central Lancashire: Burnley campus
		Institution for Counselling and Psychological Studies (ICPS), Athens, Greece
		UCLan Cyprus
		Burnley College (Yr1) Runshaw College (Yr1) – see separate College programme specification
3.	**University School/Centre**	School of Psychology
4.	**External Accreditation**	British Psychological Society gives Graduate Basis for Chartered Membership (GBCM) on award of a minimum lower second class honours degree. (Preston and UCLan Cyprus only)
		For UCLan Cyprus, additionally, the Evaluation Committee for Private Universities (ECPU)
		NB: Accreditation of ICPS provision is upon application from individual students to the BPS on case-by-case basis
5.	**Title of Final Award**	BSc (Hons) Psychology
6.	**Modes of Attendance offered**	Full-time and Part-time
7a)	**UCAS Code**	C800 (Main Campus)
7b)	**JACS Code**	C800
7c)	**HECoS Code**	100497
8.	**Relevant Subject Benchmarking Group(s)**	Psychology
9.	**Other external influences**	

| 10. Date of production/revision of this form | September 2018 (Post PR) |

11. Aims of the Programme

- This programme aims to provide students with the knowledge and skills required by the British Psychological Society in its undergraduate syllabus. The programme will thus allow all those who meet the BPS requirements to go on to the further training which they need to embark upon careers as professional psychologists.
- For those students who do not wish to pursue careers within psychology, it provides an understanding of human behaviour and capabilities and characteristics which would be of benefit in a range of careers which involve interacting with people.
- Through the provision of a stimulating and supportive learning environment, students will be provided with an up-to-date curriculum in psychology which emphasises the development of skills and knowledge related to the scientific and empirical aspects of the curriculum, but also an appreciation of how these can be applied in the 'real world'.
- The same curriculum, in its delivery and assessment, will provide students with a range of graduate skills (such as academic enquiry, analysis and construction of arguments and critical thinking) which will enhance their employability in a range of careers.
- The development of other transferable skills such as communication, presentation and time management is also a feature of the programme enabling graduates not only to be effective employees, but to be effective members of the communities in which they live.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A.   Knowledge and Understanding

Within the bounds required by the BPS undergraduate syllabus:

A1. Evaluate key issues and concepts in Biological Psychology.

A2. Discuss core theories and ideas in Cognitive Psychology.

A3. Appraise and examine central theories and concepts in Developmental Psychology.

A4. Evaluate and apply knowledge of Individual Differences.

A5. Examine and appraise key theories in Social Psychology.

A6. Discuss central ideas in Conceptual and Historical Issues in Psychology.

A7. Apply appropriate research methods, and interpret and evaluate research findings.

Teaching and Learning Methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for student to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Online sessions provide further support for delivery of the core curriculum and for students to check their understanding of key concepts. Seminars, with their small group size, enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills in, for example, communication and formulating an argument. Workshops are used often to develop practical skills such as manipulation of data in statistical packages. As these are in smaller groups than would be experienced in lectures, students are also able to interact with staff more effectively to clarify understanding. Practical laboratory sessions enable students to engage in research activities first hand. Labs will develop from being highly directed in first year, to requiring a greater degree of independence working as a small group in second year, to the individual project in third year.

Assessment methods

Assessment within modules involves one or more of the following:

Examinations: Multiple choice questions (MCQ) only; mixed MCQ and unseen essay-type questions; unseen essay-type questions only; mixed seen and unseen essay-type questions.

Coursework: Reports of empirical investigations ('laboratory' exercises and final year projects); essays; IT and study skills exercises; statistical exercises; presentations.

B. Subject-specific skills

B1. Generate testable hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses in accordance with the relevant ethical guidelines, analyse and interpret the results and write coherent reports of the investigations.

B2. Generate research questions, and, in accordance with the relevant ethical guidelines, use appropriate methods (such as interviews) to gather and analyse the data and offer answer to these questions via appropriately written reports.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues and real-world problems.

B4. Integrate ideas from across psychology and to apply these to relevant issues and real world problems, with due consideration of acting safely and ethically.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

B6. Employ evidence-based reasoning, and use different methods, paradigms and psychological tools to examine these issues.

B7 Critically evaluate theory and research in psychology.

Teaching and Learning Methods

See A.

Assessment methods

See A.

C. Thinking Skills

C1. Information retrieval, organisation and analysis.

C2. Critical reading and analysis of the published literature, leading to effective communication as demonstrated by the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

C3. Interpretation and application of psychological theories, concepts and evidence to the understanding of behaviour and functioning.

C4. Application of problem-solving approaches.

Teaching and Learning Methods

See A.

Assessment methods

See A.

D. Other skills relevant to employability and personal development

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.

D2. Reflect on their own personal development.

D3. Organise themselves and their work and be able to sustain their efforts to complete project work.

D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.

D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.

D6. Work independently.

D7. Show effectiveness in skills related to employability.

D8. Work as part of a team.

Teaching and Learning Methods
See A.

Assessment methods
See A.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating/ ECTS	
Unless otherwise stated all modules delivered at UCLan Preston Campus. Off-campus delivery denoted by: I ICPS, Athens; C UCLan Cyprus B UCLan Burnley Campus				
Level 6	PS3900 I C B	Psychology Project (COMP)	40/20	**BSc (Hons) Psychology** Requires 360 credits (180 ECTS) including a minimum of 220 (110 ECTS) at Level 5 or above and 100 (50 ECTS) at Level 6.
		PLUS 80-credits from the following:		
	PS3070 I C B	Psychology Placement Module (O)	20/10	
	PS3010 I C B	**EITHER** Violent and Sexual Offending (O)	20/10	
	PS3015 I C	**OR** Crime: Impacts and Consequences (O)	20/10	
	PS3020 C	**EITHER** Neuropsychological Disorders and Techniques (O)	20/10	Cyprus 4 year programme requires 480 credits (240 ECTS), of which a minimum of 100 (50 ECTS) must be at level 6, a minimum of 220 (110 ECTS) must be at Level 5 or above and 360 credits (180 ECTS) must be at level 4 or above.
	PS3025 I C	**OR** Brain, Treatments and Behaviour (O)	20/10	
	PS3050 I C B	**EITHER** Applying Psychology to the Educational Setting (O)	20/10	
	PS3051 I C	**OR** Advanced Developmental Psychopathology (O)	20/10	
	PS3081 C B	**EITHER** Application of Clinical Psychology Practice, Clinical Research, Service Delivery (O)	20/10	**BSc Psychology** Requires 320 credits (160 ECTS) including a minimum of 180 (90 ECTS) at Level 5 or above and 60 (30) at Level 6.
	PS3085 C	**OR** Cognitive Behaviour Assessment and Treatment Planning in Clinical Psychology (O)	20/10	
	PS3570	**EITHER** Psychological Aspects of Cyberspace: Theory, Research and Applications (O)	20/10	
	PS3575 B	**OR** Understanding Human Behaviour in Cyberspace: Current Problems, Debates & Insights (O)	20/10	Cyprus 4 year programme requires 440 credits (220 ECTS) including a minimum of 180 credits (90 ECTS) at level 5 or above, of which a minimum of 60 credits (30 ECTS) must be at level 6.

				Students who successfully complete PS2070, Placement Year, will have the award "in sandwich mode"
Level 5	PS2010 [I C B]	Psychological Research 1: Design and Quantitative Methods (COMP)	20/10	**Diploma of Higher Education in Psychology** Requires 240 (120 ECTS) credits including a minimum of 100 (50 ECTS) at Level 5 or above.
	PS2015 [I C B]	Psychological Research 2: Qualitative Methods (COMP)	10/5	
	PS2020 [I C B]	Social and Developmental Psychology (COMP)	20/10	
	PS2030 [I C B]	Cognitive and Physiological Psychology (COMP)	20/10	
	PS2040 [I C B]	Individual Differences (COMP)	10/5	Cyprus 4 year programme requires 360 credits (180 ECTS) of which a minimum of 100 credits (50 ECTS) must be at level 5 or above and 220 credits (110 ECTS) must be at level 4 or above.
		PLUS 40-credits from the following:		
	PS2250 [C]	Neurocognitive Development and Disorders (O)	20/10	
	PS2360 [I C B]	Clinical Psychology (O)	20/10	
	PS2570 [C]	Cyberpsychology, Identity and Online Behaviour (O)	20/10	
	PS2800 [I C B]	Forensic Psychology (O)	20/10	
	PS2850	Topics and Techniques in Neuroscience (O) **Available but places might be limited**	20	
	PS2350 [I]	Health Psychology (available at ICPS until 2020/21)	20	
	PS2900 [I]	Sport Psychology (available at ICPS until 2020/21)	20	
	PS2070 [B]	**For Sandwich Award** Placement Year	120 notional	
	PS2075 [B]	**For international experience** International Year	120 notional	
Level 4	PS1010 [I C B]	Methods and Practice of Psychological Inquiry (COMP)	20/10	**Certificate of Higher Education** Requires 120 credits (60 ECTS) at level 4 or above.
	PS1020 [I C B]	Introduction to Developmental and Social Psychology (COMP)	20/10	
	PS1030 [I C B]	Introduction to Psychobiology and Cognition (COMP)	20/10	
	PS1040 [I C B]	Current Topics in Psychology (COMP)	20/10	Cyprus 4 year programme requires 240 credits (120 ECTS) with a minimum of 100 credits (50 ECTS) at level 4 or above.
		PLUS 40 credits from the following:		
	PS1630 [I C]	Topics in Forensic and Criminal Psychology (O)	10/5	
	PS1640 [I]	Psychology of the Media (COMP	10	
	PS1660 [C]	Baby Minds: Psychology of Infant Development (O)	10/5	
	PS1670 [C]	Social Media and Cyberpsychological Behaviour	10/5	
			10	

	PS1680	Clinical Perspectives on Psychological Disorders(O)	10/5	
	PS1685 [C]	Brain and Behaviour (O)		
	PS1990 [I]	**OR at ICPS only:** English Language for Psychologists (COMP[I])	20	
		OR at UCLan Burnley only:		
	VO1006	Volunteering and Community Action (O)	20	
	CG1010	Introduction to Counselling and Counselling Skills (O)	20	
	CG1030	Key Issues in Counselling and Psychotherapy (O)	20	
	CG1002	Introduction to CBT (O)	20	
		4 year programme at Cyprus Modules at Cyprus only (except PS1640, which is optional in Preston and compulsory at Cyprus)		Certificate of Achievement (Cyprus only) requires 120 credits (60 ECTS) to proceed to year 2
	PS1710	Historical Foundations of Psychology (COMP)	20/10	
	PS1720	Understanding Behaviour (COMP)	20/10	
	PS1640	Psychology of the Media (Comp)	10/5	
	PS1650	Turning Goldfish into Elephants (COMP)	10/5	
		Plus 60 credits from the modules listed below		
	MA1601	Introduction to Maths and Statistics (O)	20/10	
	EF1228	English for IELTS (O)	20/10	
	EF1498	Academic Writing* (O)	20/10	
	EF1705	English Language 1* (O)	20/10	
	EF1706	English Language 2* (O)	20/10	
		*Compulsory for students on the advanced entry Cyprus		
	Level 3 at UCLan Preston:			
Level 3	PSC005	Introduction to Psychology (Comp)	20	Foundation Year requires the completion of 120 credits at Level 3 to progress to Year 1.
	PSC006	Foundations of Psychology (Comp)	20	
	HUC110	Essential Study Skills for Higher Education (Comp)	20	
		Students must take at least two of the following three modules		
	CJC002	An Introduction to Criminology	20	Students who exit after the Foundation year will receive a transcript of their modules and grades
	EDC101	An Introduction to Childhood, Education & Deaf Studies	20	
	PIC101	Introduction to Philosophy	20	
		Students may take up to 1 of the following modules		
	HUC111	Developing Academic Knowledge	20	
	SOC101	Introduction to Sociology	20	
	Level 3 at UCLan Burnley:			

Level 3	NUC003	Academic Writing and Studying in Health and Social Care.	20	Foundation Year requires the completion of 120 credits at Level 3 to progress to Year 1.
	NUC004	Learning development and using information communication technology to present information.	20	
	NUC005	Developing skills for delivering health & social care (1)	20	Students who exit after the Foundation year will receive a transcript of their modules and grades
	NUC006	Developing professional skills for delivering health and social care (2).	20	
	NUC007	Measuring Health and Wellbeing.	20	
	NUC001	Foundations in Anatomy, Physiology, Pathology and Disease	20	

15. Personal Development Planning

The main point of contact for students is their Academic Advisor. First year students are invited to meet with their Academic Advisor six times during the year to reflect on feedback on assessed work and any self-development needs identified there, to discuss general progress on the course and consider choices at progression in line with overall plans for the future and reflect on career aims and making the most of university resources and opportunities. In second and third year, meetings are fewer, but also focus on general progress and self-improvement and progression and career choices. Within the curriculum, opportunities to develop employability skills are varied, for example, teamwork is practised and students will develop skills in presentation in various modules such. Events are organised for students to raise their awareness of potential careers, and the sorts of experience and skills they might need to successfully secure these roles (e.g. events at which alumni give presentations about their career paths since graduation). Staff in the school work with staff in the Careers team to ensure that students make optimal use of the services and support that they provide.

16. Admissions criteria

including agreed tariffs for entry with advanced standing)
*Correct as at date of approval. For latest information, please consult the University's website

Offers for admissions to the course are typically made in the range of BBB to BCC from three A2 qualifications along with GCSE (or equivalent) Maths and English Grade 4 or above. Other acceptable qualifications include Scottish Certificate of Higher Education Higher Grade passes, Irish Leaving Certificate Higher Grade, International Baccalaureate, BTEC National Certificate/Diploma and Kitemarked Access courses. Admissions to UK and International partners is based around equivalent national and/or international qualifications, for international students a minimum IELTS score of 6.0 or equivalent qualifications is required.

Cyprus
For entry to year 1 of the programme, the normal requirement is a score of 16.5 or above in the Apolytirion; or 200 A level points; or another international equivalent.
•For advanced entry into the programme, the minimum entry requirements would be one of the following: relevant Certificate of Higher Education, Foundation Certificate or equivalent from a recognised institution.
•Students with an Apolyterion score of 18.5/20 or above, or 300 A2 level points or equivalent and has an IELTS score of 6.0 or equivalent may apply for exemption from no more than 10% of the programme, equivalent to a maximum of 2 modules (40 UK credits/20 ECTS) out of their 24 module programme.
•Applicants without a grade 4 or above in GCSE English will have to show a good grasp of the English language and will require 5.0 IELTS (or equivalent) for entry into year 1 or 6.0 IELTS (or equivalent) for entry to year 2 of the degree.
•Applications from individuals with non-standard qualifications, relevant work or life experience, and from those who can demonstrate the ability to cope with, and benefit from, degree level studies are welcome to apply and will be considered on an individual basis.

17. Key sources of information about the programme

• UCLan prospectus
• UCLan web site: http://www.uclan.ac.uk/
• Psychology Brochure
• BPS Website: http://www.bps.org.uk /

18. Curriculum Skills Map																														
			Core (C), Compulsory (COMP) or Option (O)		Programme Learning Outcomes																									
					Knowledge and understanding							Subject-specific Skills						Thinking Skills				Other skills relevant to employability and personal development							
Level	Module Code	Module Title			A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
LEVEL 6	PS3010	Violent and Sexual Offending	O		x			x		x				x	x	x		x	x	x	x	x		x	x	x	x		
	PS3015	Crime: Impacts and Consequences	O						x					x	x			x	x	x	x	x		x	x	x	x		
	PS3020	Neuropsychological Disorders and Techniques	O		x	x								x	x			x	x	x		x			x		x		
	PS3025	Brain, Treatments and Behaviour	O		x										x			x	x	x		x			x		x		
	PS3050	Applying Psychology to the Educational Setting	O			x	x							x	x	x		x	x	x	x	x		x	x	x	x		
	PS3051	Advanced Developmental Psychopathology	O		x		x							x	x	x		x	x	x	x	x			x	x	x		
	PS3070	Psychology Placement Module	O											x				x	x	x		x	x	x	x		x		
	PS3081	Application of Clinical Psychology Practice, Clinical Research, Service Delivery	O											x	x		x	x	x	x		x			x		x		
	PS3085	Cognitive Behaviour Assessment and Treatment Planning in Clinical Psychology	O											x	x	x	x	x	x	x	x	x			x		x		
	PS3570	Psychological Aspects of Cyberspace: Theory, Research and Applications	O						x					x	x	x	x	x	x	x		x			x	x	x		
	PS3575	Understanding Human Behaviour in Cyberspace: Current Problems, Debates & Insights	O						x					x	x	x	x	x	x	x		x			x	x	x		
	PS3900	Psychology Project	COMP						x			X	x	x			x	x	x	x	x	x		x	x	x	x		

LEVEL 5

Code	Module	Type	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
PS2010	Psychological Research 1: Design and Quantitative Methods	COMP						x	x	X	x					x	x	x	x	x	x		x	x	x	x	
PS2015	Psychological Research 2: Qualitative Methods	COMP						x	x	x	x					x	x	x	x	x	x			x	x	x	
PS2020	Social and Developmental Psychology	COMP			x		x						x	x		x	x		x	x			x	x	x		x
PS2030	Cognitive and Physiological Psychology	COMP	x	x									x	x	x	x	x	x		x			x	x	x		
PS2040	Individual Differences	COMP				x		x					x	x	x	x	x	x	x	x			x	x	x	x	
PS2250	Neurocognitive Development and Disorders	O	x	x	x								x	x	x	x	x	x	x	x	x		x	x	x		x
PS2360	Clinical Psychology	O	x			x							x	x	x	x	x	x	x	x			x	x	x		
PS2570	Cyberpsychology, Identity and Online Behaviour						x						x	x		x		x		x			x	x	x		
PS2800	Forensic Psychology	O					x						x	x		x	x	x	x	x			x	x	x		
PS2850	Topics and Techniques in Neuroscience	O	x					x		x				x		x	x	x	x	x			x	x	x		
PS2070	Placement Year	O														x				x	x	x			x	x	
PS2075	International Year	O														x				x				x		x	

LEVEL 4

Code	Module	Type	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
PS1010	Methods and Practice of Psychological Inquiry	COMP						x	x	x	x				x	x	X	x	x	x			x	x	x		
PS1020	Introduction to Developmental and Social Psychology	COMP			x		x					x				x	X	x		x	x		x		x	x	
PS1030	Introduction to Psychobiology and Cognition	COMP	x	x									x	x		x	X	x		x	x		x		x	x	
PS1040	Current Topics in Psychology I	COMP											x	x		x	X	x		x	x		x		x		x
PS1630	Topics in Forensic & Criminal Psychology	O		x		x																			x		
PS1640	Psychology of the Media	O (Pr) COMP (Cyprus)					x																		x		

Code	Title	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PS1660	Baby Minds: Psychology of Infant Development	O		x	x										x							x		
PS1670	Social Media and Cyberpsychological Behaviour	O													x							x		
PS1680	Clinical Perspectives on Psychological Disorders	O	x	x			x								X					x			x	
PS1685	Brain and Behaviour	O	x	x											X								x	
PS1990	English Language for Psychologists (ICPS)	COMP ICPS												x	X	x		x			x	x		x
PS1710	Core Studies in Psychological Studies	COMP (Cyprus)	x	x	x		x	x			x	x			x	X				x	x	x		
PS1720	Understanding Behaviour	COMP (Cyprus)				x	x	x	x	x					x					x	x	x	X	
PS1650	Turning Goldfish into Elephants	COMP (Cyprus)		x														x	x			x		
MA1601	Introduction to Maths	O																			x	x		
EF1705	English Language 1	O*													x			x				x		
EF1706	English Language 2	O*													x			x				x		
EF1228	English for IELTS	O													x			x				x		
EF1498	Academic Writing*	O*													x			x				x		
CG1010	Introduction to Counselling and Counselling Skills	O (Burnley)					x	x				x		x	x	x	x	x	x	x	x	x		x
CG1030	Key Issues in Counselling and Psychotherapy	O (Burnley)				x	x	x				x		x	x	x	x	x			x	x		x
CG1002	Introduction to CBT	O (Burnley)				x	x					x		x	x	x	x	x	x	x	x	x	x	x
VO1006	Volunteering and Community Action	O (Burnley)							x	x	x			x	x			x			x		x	

Compulsory for students on the 3 year advanced entry route

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of BSc Psychology

A1. Evaluate key issues and concepts in Biological Psychology.
A2. Discuss core theories and ideas in Cognitive Psychology.
A3. Appraise and examine central theories and concepts in Developmental Psychology.
A4. Evaluate and apply knowledge of Individual Differences.
A5. Examine and appraise key theories in Social Psychology.
A6. Discuss central ideas in Conceptual and Historical Issues in Psychology.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues and real-world problems.

B4. Integrate ideas from across psychology and to apply these to relevant issues and real world problems, with due consideration of acting safely and ethically.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

B6. Employ evidence-based reasoning, and use different methods, paradigms and psychological tools to examine these issues.

B7 Critically evaluate theory and research in psychology

C1. Information retrieval, organisation and analysis.

C2. Critical reading and analysis of the published literature, leading to effective communication as demonstrated by the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

C3. Application of psychological theories, concepts and evidence to the understanding of behaviour and functioning.

C4. Application of problem-solving approaches.

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.
D2. Reflect on their own personal development.
D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.
D7. Show effectiveness in skills related to employability
D8. Work as part of a team.

Learning outcomes for the award of Dip HE Psychology

A1. Apply key issues and concepts in Biological Psychology.
A2. Discuss core theories and ideas in Cognitive Psychology.
A3. Explain central theories and concepts in Developmental Psychology.
A4. Discuss and apply knowledge of Individual Differences.

A5. Examine key theories in Social Psychology.
A6. Discuss central ideas in Conceptual and Historical Issues in Psychology.

B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues and real-world problems.

B4. Integrate ideas from across psychology and to apply these to relevant issues and real world problems, with due consideration of acting safely and ethically.

B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.

B6. Employ evidence-based reasoning, and use different methods, paradigms and psychological tools to examine these issues.

C1. Information retrieval, organisation and analysis

C2. Reading and analysis of the published literature, leading to effective communication as demonstrated by the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

C4. Application of problem-solving approaches.

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.
D2. Reflect on their own personal development.
D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.
D7. Show effectiveness in skills related to employability
D8. Work as part of a team.

Learning outcomes for the award of CertHE

A1. Identify some issues and concepts in Biological Psychology.
A2. Recognise some core theories and ideas in Cognitive Psychology.
A3. Recall some central theories and concepts in Developmental Psychology.
A5. Recognise some key theories in Social Psychology.
A6. Name a limited range of ideas in Conceptual and Historical Issues in Psychology

B5. Identify and offer an explanation regarding general patterns in behaviour, functioning and experience.

C1. Information retrieval, organisation and analysis.
C4. Application of problem-solving approaches.

D2. Reflect on their own personal development.
D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.
D8. Work as part of a team.