PROGRAMME SPECIFICATION DOCUMENT

(Refer to the University's document: Graduate Standards and Programme Specification Requirements
for further guidance and to the Institute's Learning and Teaching Policy)

1. Qualification	2. Programme Title	3. UCAS Code	4. Programme Type
Graduate Diploma	Graduate Diploma In Psychology		Modular Full-time and Part-time

5. Main Purposes and Distinctive Features of the Programme

To provide for honours graduates:

i.   the opportunity to study for a graduate diploma in psychology that will provide eligibility for the Graduate Basis for Registration of the British Psychological Society and underpin the opportunity to complete further postgraduate professional training in psychology.

To develop in graduate students:

i.   an appreciation of the diversity of perspectives in modern psychology;
ii. a critical understanding of psychological theories, methods and debates;
iii. the acquisition of research methods skills and a capacity to apply such skills to specific research problems in psychology, in the context of an appropriate awareness of relevant ethical issues;
iv. an understanding of a range of applications of psychology;
v.   key transferable skills in the areas of numeracy, communication, information technology and groupwork;
vi. the ability to engage in independent learning.

Special Features

Opportunities for: the Graduate Basis for Registration of the British Psychological Society for Diploma graduate students. The learning environment is characterised by: supportive and approachable staff with a diverse range of research interests; use of innovative methods of teaching and assessment; dedicated laboratory facilities.

6. What a graduate should know and be able to do on completion of the programme
(objectives and learning outcomes)

To gain the qualification the learner will have demonstrated: i) subject knowledge and understanding ii) cognitive skills iii) discipline-related practical and professional skills and iv) other general skills and capabilities (e.g. key/transferable/common) as specified in the learning objectives/outcomes for approved modules in the programme. Further details of module outcomes can be found in the programme document.

Knowledge and understanding in the context of the subject(s)

i.   critical awareness of the scientific orientation central to the discipline and alternatives to it;
ii. understanding of the key theories, conceptual frameworks, and debates central to the discipline;
iii. understanding of the range of empirical methods used to study human behaviour and awareness of any limitations associated with their use;
iv. awareness of a range of applications of psychological theory in contemporary society;
v.   awareness of the boundaries of psychology and the discipline's relationship with other cognate disciplines;
vi. critical and coherent understanding of a defined body of psychological knowledge informed by current research, and appreciation of the limits of that knowledge.

Subject-specific practical/professional skills

i.   competence to carry out empirical studies involving a variety of methods of data collection;
ii. competence in analysing data using quantitative and qualitative research methods and interpreting the results of the analysis;
iii. competence to carry out a systematic search, review and evaluation of psychological research findings (including electronic sources of information);
iv. ability to apply critical analysis and evidence based reasoning to current research to identify a focus for further development;
v.   competence to design and execute an original, independent piece of research having due regard for ethical issues;
vi. competence to report research in an appropriate format;
vii. psychological awareness and understanding applicable to a range of situations and careers that can be used to enhance human experience.

Cognitive skills in the context of the subject(s)

i.   the capacity for critical analysis and ability to develop an argument;
ii. the capacity to employ evidence based reasoning to make informed judgements;
iii. the capacity for creative thinking;
iv. the capacity to understand data sets and identify relationships;
v.   the capacity to generate and explore research questions in a systematic way;
vi. the capacity for independent learning and problem solving;
vii. the capacity to apply and integrate findings across multiple perspectives.

Other skills (e.g. key/transferable) developed in subject or other contexts

i.   to communicate effectively orally and in writing;
ii. to problem solve and reason systematically;
iii. numerical and quantitative skills appropriate to carrying out independent research;
iv. competent use of information technology;
v.   self-management including time-management and willingness to take responsibility for thoughts and actions;
vi. independent learning and critical self-reflection as a basis for personal development and life-long learning;
vii. ability to engage in supportive peer collaboration and constructive criticism.

7. Qualities, Skills & Capabilities Profile

The educational and training goals of the programme seek to develop and demonstrate the following qualities, skills, capabilities and values in its graduates

A Cognitive	B Practical	C Personal & Social	D Other
Conceptualisation; Critical reasoning; Powers of analysis; Flexibility of thought; Synthetic thinking; Creative thinking; Theoretical and applied problem solving.	Writing skills; Experimental design and quantitative research methods; Fieldwork and qualitative research methods; Information technology; Presentation skills; Communication.	Self-expression; Self-motivation; Organisation and time management; Teamwork; Social interaction and communication; Self-reflection.	

8. Subjects Studied, Levels, Credits & Qualifications

(Duration and structure of programme/modes of study/credit volume of study units)

1 year full-time; 1½ - 2 years part-time.

Core Modules

Level H3	Single Module Honours Project; (PSC2503 Methods II) Cognitive Psychology; Biopsychology; Social & Critical Psychology; Personality and Developmental Psychology;
Level H2	Methods in Psychology II

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Active learning is promoted via: practical classes; laboratory workshops; seminars; tutorials; self-directed study; lectures; video viewing and analysis; IT sessions; guided study; fieldwork.

Assessment Methods

Learning and Teaching Methods

Active learning is promoted via: practical classes; laboratory workshops; seminars; tutorials; self-directed study; lectures; video viewing and analysis; IT sessions; guided study; fieldwork.

Assessment Methods

Assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module (chosen to facilitate student learning via feedback on the tasks);
Types of assessment include:

Coursework
    essays – 2,000 words in length
    practical reports
    statistical assignments
    seminar presentations
    seminar reports
    posters
    poster presentations
    project - normally 6,000 words in length

Time-limited assessments
    examinations (seen or unseen)
    in-class assessments of various types

Assessment Classification System

Pass mark for individual assessments - 40%
Students are given details of marks obtained for each module and an overall average.

10. Other Information

Date programme first offered

2001/2002

Admissions Criteria

Standard Requirements
Honours degree, high 2:2 classification and equivalent of 60 credits in Psychology (to include Introductory Research Design and Methods).

Non Standard Entry
Not permitted to ensure Graduate Basis for Registration of the British Psychological Society is not jeopardised.

Indicators of Quality and Standards
i.   Achieved 24/24 in QAA Review, November, 1999;
ii.   Four External Examiners (University of Sussex, Open University, University College London, University of Liverpool) moderate coursework, examinations and projects;
iii.   HEFCE Band B funded in 1997 in recognition of the scientific nature of the programme and the level of dedicated laboratory equipment and facilities;
iv.   Research Assessment Exercise 1995, achieved a rating of 2 for research active staff, funded at approximately £30,000 pa