Programme Specification

Programme award and title:  BSc or BA (3 years)
BSc (Hons) or BA (Hons) (4 years)

UCAS code:  BSc (Hons)- C800, BA (Hons)- C801

SCQF Qualification Level:  8-10 (all modules in semesters 5-8 for honours programme and 5-6 for ordinary degree at level 10)
SCQF Credit Value:  484 (hons degree)
                     352 (ordinary degree)

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The key aim of all teaching in Psychology at Stirling is to facilitate our students in understanding this diverse subject in both breadth and depth. Our single-honours programme is modelled on the concept of the “psychologically literate citizen” providing students with opportunities to hone their employability skills, and to put into practice the academic skills and subject-specific knowledge they gain. Psychology is taught at Stirling as a science, albeit a science whose nature and boundaries are constantly subject to revision in the light of challenging new empirical and scholarly research inside and outside the discipline. Our students are particularly encouraged to develop a critical approach to the subject. The teaching of Psychology at Stirling emphasises the importance of conceptually sophisticated theory which is subject to scrutiny: by systematic empirical research whether quantitative or qualitative, in the laboratory or in the field, as appropriate to the problem; and by vigorous and innovative practical application.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- The minimal level is that required by the British Psychological Society as the graduate basis for chartered membership.

1. ability to understand the key concepts of psychological thought
2. ability to plan psychological studies, to acquire and analyze relevant data
3. ability to evaluate critically psychological research and theory
4. ability to understand ethical and professional accountability
5. an understanding of:
   - psychological determinants of behaviour, thought and experience
   - relationships and communication between individuals and groups, and their consequences for the individual and the group
   - the neural, biological and social basis for behaviour, thought and experience
   - the manner in which behaviour, thought and experience change during lifetime
   - individual variations and psychopathology
   - applications of psychology

Subject-specific skills and other attributes
- Knowledge and understanding of a broad range of topics in Psychology, as outlined above,
- Numeracy
- Data management and statistical techniques
- Other intellectual skills, such as literacy, information handling, critical and analytical thinking and creativity

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
Interpersonal & communication skills:
1. collaboration, negotiation and management of others in group work
2. oral communication skills
3. ability to write for varied audiences (e.g. essay and research report writing for specialist audience, and press releases for non-specialist audience)
4. thinking scientifically in order to derive an appropriate approach to answering a question
5. ability to seek out and evaluate relevant literature
6. ability to work independently, and act ethically and responsibly

Self-management skills:
1. planning and organizing work
2. working under pressure
3. time management
4. meeting deadlines

The whole degree is structured to develop maturity of individuals, and to enhance future employability and contribution to society. Whilst opportunities for personal development are present throughout the degree (e.g. research volunteering, participation in seminar and research group meetings, conference attendance and participation), these are more formally recognised in final year when students put the skills they have gained into practice. An induction day is organised at the start of the final year with the aim of encouraging students to think for themselves about the skills and qualities that they will need beyond university, and any gaps or weaknesses they might have in these respects. During this day, it is made clear that the final year is explicitly designed to provide opportunities which students can seize in order to meet these needs. The vehicles for these opportunities are a supervised research project (PSY917), which spans the whole year, four “elective” modules, and an unsupervised group project (PSY9A7).

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Knowledge and Understanding, and Subject Specific Skills and Understanding

Formal teaching is through a combination of lectures and seminars/tutorials. All modules have lectures and nearly all have tutorials. In addition, students are given reading lists and encouragement to pursue independent reading. Throughout the degree there is a range of different practical classes, such as laboratory classes involving practical experiments and psychological measurements. Students gain personal experience of critical evaluation through tutorial discussions. The ethical framework is an integral part of tutorial discussions and practical work. Assessment is both formative and summative. For example, formative feedback is given to students contributing to discussions, and in giving oral presentations. Summative assessment covers a range of different formats; essays, laboratory reports, class tests and exams, and in final year includes a research dissertation, an independently developed research project, and depending upon elective choice, through research proposals, oral presentations, website evaluations, critiques of journal articles, press reports, the design of exhibits for science museums, and popular science articles.

Interpersonal & communication skills
These skills are developed through the implementation of a variety of teaching strategies including small group workshops, group work in practicals, and research dissertations/projects and class presentations. The class presentations are formatively or summatively assessed in final year.

Self management skills
The psychology degree requires students to develop their time management skills. Penalties are applied for late work to ensure the consequences of not managing time effectively are understood.

Psychology is Stirling is distinctive through our focus on the concept of the “psychologically literate citizen” - in addition to the academic knowledge base, we provide students with opportunities to hone their employability skills, and to put into practice the academic skills and subject-specific knowledge they have gained.

| Professional/statutory body accreditation or recognition: | Accredited as conferring eligibility for Graduate Basis for Chartered Membership of the British Psychological Society, provided the minimum |
standard of a Second Class Honours is achieved.

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