

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	BSc (Hons) Sports Psychology Buckinghamshire New
Awarding Body	University
Teaching Institution	UCFB
Faculty	Society & Health
School	Social Sciences, Primary Care & Education
Name of Final Award	Bachelor of Science with Honours, BSc (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	QAA Psychology 2007, and QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008
UCAS Code	L337
Course Code(s)	BH1SPY1FW
Mode and Length of Study	3 years Full time
Number of Intakes	One - September
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	n/a
Publication Date	01 September 2014

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The BSc (Hons) Sports Psychology is a psychology award which is designed to permit the students to combine studying the core areas of psychology with a choice of applied and theoretical areas of sport, exercise and coaching psychology.

This programme has been designed to meet the requirements of: National Occupational Standards (NOS), British Association of Sports and Exercise Science (BASES), and the British Psychological Society (BPS).

Entry criteria:

- School leavers with a minimum of 240 UCAS points.
- Mature students with a variety of educational backgrounds (e.g. Access) who are motivated to pursue a course in this field of psychology.

- Prospective students are expected to have attained a minimum of a C grade in GCSE Mathematics and English.
- Students who have commenced their studies in another institution and wish to transfer in to this programme in year 2 or 3 will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.
- Mature students who wish to apply for accreditation of prior experiential learning for specific modules will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.

Why students should choose this award:

Students wishing to pursue a career in sport psychology or any of the sub-disciplines of psychology should choose this award. Additionally, students wishing to study at degree level and to develop a variety of transferable skills valued by employers and that will enhance employability, including skills in communication, numeracy, teamwork, critical thinking, computing, independent learning and more, could also choose this award.

The opportunity to study in the environment of Britain's primary sports venue, Wembley Stadium, along with the associated exposure to sporting work, and direct sports input make the choice of this course attractive to individuals wishing to gain experience while they study.

Opportunities available for students after completion of the award:

- The programme offers both a subject-specific and a generic knowledge base, skills and competences that will enable students to pursue a career in any of the applied psychology professions, but particularly in Sports Psychology via training in and exposure to a range of sports- and sports-performance related knowledge and skills..
- It is also recognised that many Sports Psychology students will choose from a wide range of graduate career options, not all of which will entail the title 'psychologist'. Consequently, the programme is designed to inspire and facilitate the development of a variety of desirably transferable skills that will enhance employability in any future career.
- The thorough grounding in research methods and empirical Psychology will also confer suitability for the pursuit of research-based post-graduate study.
- Graduates who achieve a 2.1 classification or higher in their degree are eligible to apply for Teacher Training.

Expected knowledge and skills that the entrant will have on entry to the programme:

Entrants would be expected to have passion for sport and exercise. Experience of working within the sport industry, being a member of a sport team or club, and/or a background in coaching would be an advantage, but is not essential. Good communication skills are important as students will be assessed in a number of ways including both written work and oral communication, and at times through the course will be expected to converse and work with external organisations. Entrants must be prepared to take responsibility for their learning, and be willing to work both individually and as part of a team and to participate fully in course activities. Basic ICT skills will be an advantage as students are required to use the virtual learning environment to access course materials, and to submit coursework assignments electronically.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the Sports Psychology programme are to:

- Provide a scientific understanding of the brain, the body and the environment in order to understand emotion, affect and behaviour, and the complex interactions between them, in individuals, groups and society, particularly in the area of sports and exercise psychology.
- Develop the ability to use this knowledge in an applied capacity.
- Develop the ability to evaluate critically multiple perspectives in sports and exercise psychology.
- Develop the ability to use appropriate research methods in the acquisition and interpretation of empirical data.
- Develop the skills and knowledge required for entry to professional and/or academic postgraduate programmes of study in psychology and sports psychology.
- Develop the levels of skill and knowledge to equip the graduate for careers appropriate to human and sports science graduates.
- Develop the generic key skills, knowledge and values that provide the foundations for life-long personal development.

Programme Learning Outcomesⁱ

A. Knowledge and Understanding

On successful completion of the programme a sports psychology graduate will be able to:

1. Systematically understand the scientific underpinnings of sports psychology as a discipline, its historical origins, development and limitation.
2. Recognise the inherent variability and diversity of psychological functioning, and its significance in the discipline of sports psychology.
3. Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological and sporting functioning, how they are conceptualised in the disciplines of psychology, and how they interrelate.
4. Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.
5. Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including statistical analysis, applicable to sport psychology and be aware of their limitations.

B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Reason and evaluate scientifically, understand the role of evidence and make critical judgments about arguments in sports psychology.
2. Adopt multiple perspectives and systematically detect, analyse and evaluate meaningful patterns of behaviour and the relationships between them.
3. Pose, frame, operationalise and critique research questions.
4. Demonstrate substantial competence in research skills through practical activities.
5. Enquire and reason statistically and use a range of statistical methods with confidence.
6. Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision. Recognise its theoretical, practical and methodological implications and limitations, communicating this in a language appropriate to the audience involved.

7. Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

C. Practical Skills

On successful completion of the programme a sports psychology graduate will be able to:

1. Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS).
2. Demonstrate good communication skills, both oral and written.
3. Demonstrate problem solving and decision making skills.
4. Demonstrate ability to work both independently and as part of a team.
5. Demonstrate substantial competence in research skills through practical activities, including an awareness and application of ethical principles and approval procedures with regard to research projects.

D. Key/Transferable Skills

On successful completion of the programme a sports psychology graduate will be able to:

1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
2. Be computer literate and confident in using word processing, database and statistical software.
3. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
5. Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.
6. Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS450:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS451:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS452:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS453:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL419:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL422:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL417:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PS552	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS553:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS554:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS555:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS556:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL526:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SL532:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS654:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS662:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS667:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS668:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL625:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL624:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

At Level 4 teaching and learning methods are aimed at introducing students to the core areas of psychology within the British Psychological Society Curriculum, sports psychology and coaching, and providing them with a foundation of knowledge and skills to build upon in levels 5 and 6. At level 4 a

number of different methods will be utilised, including lectures, classroom-based activities, independent learning methods and practical sessions, where applicable. Lectures enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues. At this level seminars will provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter.

At Level 5 students are expected to acquire more in-depth knowledge and understanding of the subject. Knowledge will be disseminated through lectures, but at this level seminar sessions will be much more student-led, and students will be expected to prepare in advance for each seminar. Student-led seminars facilitate development of cooperative team-work between students and individual communication skills, both of which are highly sought-after transferable skills.

At Level 6 students will be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts. Student presentations at this level encourage students to critically examine the application of psychological theory to human behaviour. Students are encouraged to work as a group to coordinate presentations to a professional standard.

Students will engage in a variety of other activities, including analysis of key readings, exercises on systematic literature searching and summarising information from journal articles, group discussions, debates, videos and practical activities.

Workshops – laboratory and computing – Workshop activities particularly focus on the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data. In addition, students will be given the opportunity to use the observation laboratory and to engage in the measurement of psycho-physiological responses using Biopac®.

The University has a **Virtual Learning Environment** called '*Blackboard*', which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture hand-outs, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

A number of careers talks will be arranged for the students to attend outside of the normal timetabled hours. These will cover a range of opportunities for both voluntary work and/or full-time employment. Additionally, a number of speakers will be invited to discuss progression onto professional courses in areas such as professional coaching, player welfare management and sport and exercise psychology (MSc students, Applied Sport Psychology etc.).

Assessment methods

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods will be employed on this course, as follows:

- **Time-constrained assignment (TCA)** will enable the students to demonstrate the breadth of knowledge gained on a module. It will familiarise the students with examination style questions with which they will be confronted, either in the same module or subsequent modules.
- **Poster presentation** will enable the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Seminar presentations** will enable students to demonstrate depth of knowledge, to demonstrate communication skills, both written and oral, to demonstrate their ability to work as a team, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Examinations** will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students two weeks prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.
- **Essay** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Laboratory / Research Reports** will be required in some modules. It will enable students to demonstrate their ability to: define a research problem, critically review relevant academic literature, formulate relevant hypotheses, operationalise variables and design a study, analyse and interpret the forthcoming data, to discuss the findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal scientific style.
- **Portfolio** will enable the students to demonstrate the systematic collection of material that displays their knowledge and understanding of course related materials. This work will include creating and maintaining a record of activities, practical methods, knowledge development, accomplishments, and achievements in one or more school subjects. The goal is to help students assemble portfolios that illustrate their talents, and represent their academic writing capabilities.
- **Empirical Dissertation** represents a major piece of independent research activity chosen by the student and undertaken in their third year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year. This work will have the structure commonly found in research reports and journal articles, and may potentially be publishable.

Work-Based / Placement Learning

There is no work based / placement learning for this award.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		BSc (Hons) Sports Psychology							
Course Code		BH1SPY1FW							
Mode of Study		Full time Attendance							
Credit Value		UK 3	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
	Level 4								
PS450	Intro to Developmental and Social Psychology	4	1	C	15	50	50	-	1
PS451	Intro to Biological Psychology and Cognitive Psychology	4	1	C	15	100	-	-	2
PS453	Psychological Research Methods	4	1	C	30	70	30		Both
SL417	Bioenergetics of Human Movement	4	1	C	15	60	-	40	1
SL422	Foundation of Sport & Exercise Psychology	4	1	C	30	-	100	-	Both
PS452	Intro to Personality and Applying Psychology	4	1	O	15	50	50	-	2
	OR								
SL419	Foundations of Exercise Physiology	4	1	O	15	50	50	-	2
	Level 5								
PS552	Developmental Psychology	5	2	C	15	50	50	-	2
PS553	BioPsychology	5	2	C	15	50	-	50	1/2
PS554	Quantitative Research Methods in Psychology	5	2	C	30	25	50	25	Both
PS555	Qualitative Research Methods in Psychology	5	2	C	15	-	100	-	1
PS556	Cognitive Processes in Psychology	5	2	C	15	100	-	-	1/2

Course Title		BSc (Hons) Sports Psychology							
Course Code		BH1SPY1FW							
Mode of Study		Full time Attendance							
Credit Value		UK 3	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>[Core / [Optional]</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
SL526	Cognition & Emotion in Sport & Exercise Psychology	5	2	C	15	-	40	60	1
SL532	Applied Sport & Performance Psychology	5	2	C	15	-	100	-	2
	Level 6								
PS654	Empirical Dissertation	6	3	C	30	-	100	-	Both
PS662	Historical and Conceptual Issues in Psychology	6	3	C	15	-	60	40	2
PS668	Issues in Personality and Individual Differences	6	3	C	15	50	50	-	1
PS667	Social Psychology	6	3	C	15	60	-	40	1
SL624	Working With a Client	6	3	C	30	-	50	50	Both
SL625	Professional Development and Employability	6	3	C	15	-	100	-	2

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A. Knowledge and Understanding					
A1	All	All	All		
A2	All	All	All		
A3	All	All	PS654, PS662, PS667, PS668, SL624, SL625		
A4	All	All	All		
A5	PS453	PS554/555	PS654		
B. Intellectual / Cognitive Skills					
B1	All	All	All		
B2	All	All	All		
B3	PS453	PS554 PS555	PS654		
B4	PS453	PS554 PS555	PS654		
B5	PS453	PS554	PS654		
B6	PS453	PS554/555	PS654		
B7	PS453	PS554 PS555	PS654 SL625		
C. Practical Skills					
C1	All	All	All		
C2	All	All	All		
C3	All	All	All		
C4	All	All	All		
C5	PS453	PS554 PS555	PS654		
D. Key / Transferable Skills					
D1	All	All	All		
D2	All	All	All		
D3	PS453	PS554 PS555	PS654		
D4	All	All	All		
D5	All	All	All		
D6	All	All	All		

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	318	882	-	1,200
Year Two	324	876	-	1,200
Year Three	304	896	-	1,200
Total	946	2,654	-	3,600

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website:

The following modules may not be condoned:*

PS554 Quantitative Research may not be condoned. The British Psychological Society places an obligation on universities and students to conduct research ethically. A primary measure of the ability to conduct ethical research is passing the research methods training at level 5.

PS654 Empirical Dissertation: The British Psychological Society places an obligation on universities and students to conduct research ethically. A primary measure of the ability to conduct ethical research is passing the empirical dissertation.

The calculation for this award will be Level 5 33% and L6 67%

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

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ⁱ The Programme Learning Outcomes have been drawn or adapted from the Quality Assurance Agency Subject Benchmark Statements for Psychology dated 2007 and the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland dated August 2008.