

1.	Awarding Institution	York St John University
2.	Teaching Institution	York St John University
3.	Delivery Locations (if different from YSJ)	YSJ and SEGi College (Subang Jaya), Malaysia
4.	Programme(s) Accredited by (professional/statutory body)	British Psychological Society (BPS) – for York St John University delivery only
5.	School offering the Programme(s)	Psychological and Social Sciences
6.	Final Award(s)	BSc (Hons) Psychology
7.	Interim Awards	Certificate of Higher Education Diploma of Higher Education
8.	Programme Title(s)	BSc (Hons) Psychology
9.	UCAS Code / GTTR / Other	C800
10.	Approved Combinations (for Joint Honours programmes only)	None
11.	QAA Benchmark Group(s)	Psychology
12.	Applicable to Year of Entry to the Programme(s)	YSJ Sept 2017 SEGi Sept 2017 and Jan 2018
13.	Date Produced/Revised	March 2012 October 2013 (no change) July 2014 (3SR105 replaces 3ST050 wef 2016/17. SEGi structure change wef 2014/15 to ensure same delivery order for all). QSC PASP 11.11.15 approved 3PY353 and 3PY354 as option mods wef 2015/16 Updated July 2017

14.	Mode of Study The programme is offered in the following modes of study: Full-time: 3 years Part-time: Up to 6 years Distance/distributed learning: N/A
-----	---

15.	Introduction and Special Features
15-a	Introduction Psychology is a wide-ranging and popular scientific discipline at undergraduate level, principally dealing with the study, application and explanation of people and their behaviour, as individuals or in groups. York St John University's psychology degree provides an excellent educational experience providing our graduates with a range of knowledge and skills which are attractive to employers in the graduate job market. Our graduates leave with high level skills in mathematics, literacy, information technology, communication, critical analysis and research for example. Additionally, the BSc (Hons) psychology programme delivered at York, UK is accredited by the British Psychological Society (BPS) and confers eligibility for the Graduate Basis for Chartership (GBC), provided the minimum standard of qualification of second class honours is

achieved. This is the first step towards becoming a Chartered Psychologist, and essential for those wishing to pursue a career in psychology. The programme has liaised extensively with the BPS as the prime advisor of what desirable professional skills and knowledge undergraduate programmes should contain.

15-b Special features of the programme.

Applying Psychology

As part of the psychology degree students must complete a (minimum) 4 week work placement opportunity as part of the level 5 compulsory module 'Psychology of Work'. This is a unique programme feature which allows students not only to experience the application of psychology in 'real-world' situations but also to develop links and contacts in their area of interest, and develop their skills as valuable employees. These experiences can, and often do, lead to students returning to placements for more permanent roles or returning to carry out supervised research as part of their level 6 dissertation.

Internationalisation

Psychology by its very nature is universal in scope and fundamentally recognises the impact of differences in cultural and social perspectives on the behaviour of individuals. Critical reflection on such differences is a continual focus of psychology's subject matter and to this end students are offered opportunities to study and work in a variety of settings outside the UK.

Students can opt to spend some or all of their second year studying at partner institutions in the USA or at institutions throughout 33 countries in Europe. During this period of study students continue to pay the normal York St John fees and would continue to fund their own travel, accommodation and subsistence requirements.

Students can also gain international experience through their work placements which may be taken outside of the UK either through individual contacts created by students themselves or by joining an organised work experience trip which have included, USA; Tanzania; South Africa; and India.

The psychology programme (alongside music) is spearheading the university's international collaboration with SEGi in Malaysia through the franchise of the BSc (Hons) Psychology degree. This is an exciting development both for the university and for psychology and one which is hoped will bring further international opportunities for students and staff. It is important to note that the psychology programme delivered in Malaysia will not be seeking BPS accreditation – BPS accreditation will only apply to the UK-delivered programme. The first Malaysian cohort is planned in September 2012 and SEGi have been fully consulted regarding the content and expected delivery of the degree.

Employability

Graduate-level employment and career building are key elements of any higher education experience and there are a number of features of the psychology degree which develop these aspects for our students.

The psychology curriculum has been designed to meet the requirements of the BPS to allow our graduates' qualifications to be professionally recognised as the first step toward becoming a chartered psychologist in one of a number of specialised areas. In order to provide our students with experience of and insight into the range of psychology specialisms, the third year of the programme offers students optional modules from each psychology specialism (clinical; forensic; sport; counselling; health; education; occupational) with input from professionals in those areas. Additionally, modules are offered in advanced research for students interested in post-graduate or research careers and in other areas of applied psychology (e.g. developmental; community; or social).

The fully optional nature of the third year modules combined with students completing a supervised research project in an area of their own choice allows students to explore and develop their own interests which are often piqued by their work experiences in their second year.

Throughout the degree students are also required to participate in personal development activities with their academic tutors focussing on developing their own academic and employability skills through a range of structured activities and exercises leading to a self-generated portfolio which can be presented to prospective employers or help inform applications, curriculum vitae or references.

16.

Criteria for Admission

Normal minimum entry requirements for the programme are:

- University published tariff points (including a minimum of two A2 levels or a 12 unit AVCE or combination) or,
- Equivalent tariff points from BTEC National Diploma / Certificate or,
- Equivalent Scottish, Irish, or Welsh qualifications or
- An equivalent to those listed above (e.g. Access to Higher Education certificate, International Baccalaureate)

AND,

- 3 GCSEs at grade C or above (or equivalent) including English Language and Mathematics

Overseas students

- Applicants offering overseas qualifications will be expected to have achieved the equivalent of the quoted minimum entrance requirements to enrol.
- Assessment will be made using both UK NARIC and the UCAS Guide to International Qualifications.
- Where qualifications are presented in their native language, an official translation may be requested at the applicants expense
- International applicants must be proficient in English in order to be admitted directly onto a course. The University will normally accept a minimum score of 6.0 on IELTS (with a minimum of 5.5 on each section)

Alternative Entry Routes

Flexible entry requirements are available to applicants who do not hold standard academic qualifications to meet the normal minimum entry requirements and have been out of full time education for at least 2 years. This is normally offered through:

- York St John's Alternative Entry System
- An approved Access qualification
- Standard A2 Level qualifications
- Professional qualifications
- Accreditation of Prior Experiential Learning (APEL)*

No potential student will be excluded from entry as a result of discrimination on the grounds of gender, age, sexual orientation, marital status, disability, nationality, ethnic or national origin, race, religion or creed.

*Please note: APEL is normally not available to achieve exemption from particular modules of study and is only considered for entry onto appropriate levels of the programme

17.	<p>Programme Aims</p> <p>The aims of the programme are in accord with the Quality Assurance Agency (QAA) benchmark document for psychology(QAA, 2010) and are:</p> <ul style="list-style-type: none"> - To produce a scientific understanding of mind, brain, behaviour and experience and the complex interactions between these - To present multiple perspectives of psychology in a way which fosters critical evaluation - To lead to an understanding of 'real-life' applications of psychological theory within the full range of experience and behaviour - To develop knowledge such that it leads to an ability to appreciate and critically evaluate theory, research and application - To develop an understanding of the role of empirical evidence in the creation and constraint of theory and how theory guides the collection and interpretation of empirical data - To acquire knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in the ability to conduct independent research. - To produce critical and reflective graduates with the knowledge and skills to compete effectively in the graduate market.
18 -1	<p>YSJU Level 4 / NQF Level 4 / FHEQ C</p>
18-1a	<p><u>Level 4 Programme Outcomes</u></p> <p>Students who gain the award specified will have demonstrated the following learning outcomes (Headings closely follow the QAA benchmark document criteria):</p> <p><i><u>Level 4 (Certificate of Higher Education)</u></i></p> <p><i>Students will have subject knowledge in:</i></p> <ul style="list-style-type: none"> • Major historical and contemporary theoretical perspectives in psychology • The role of biological systems in psychological experience • The representation of psychological functioning by cognitive models • The variability and diversity of psychological functioning • A range of research paradigms, methods and measurement techniques • Key issues, theories and methodologies of developmental psychology <p><i>Students will have subject skills in:</i></p> <ul style="list-style-type: none"> • Accessing contemporary psychological knowledge and formulating this in appropriate academic formats • Discussing knowledge of psychological theory from multiple perspectives using appropriate technical terms • Reasoning scientifically and describing the relationship between theory and evidence • Reasoning statistically and detecting meaningful patterns in behaviour & experience • Posing and operationalising research questions • Ethical principles in psychology <p><i>Students will have employability and generic skills in:</i></p> <ul style="list-style-type: none"> • Numeracy: Understanding numerical, statistical and other forms of data • Information Technology: Utilising electronic databases of published knowledge; using statistical, presentation and word processing software; utilising on-line resources • Communication: Clearly communicating ideas effectively • Literacy: Skills in understanding and creating written work • Personal Development: Reflection, team building & time management

18-1b **Level 4 Programme Structure and Content**

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status of Module *</i>	<i>York-based Semester</i>	<i>SEGi Semester</i>
1PY180	Study Skills	10	C	1	1 or 2
1PY181	Cognitive Psychology I	10	C	1	1 or 2
1PY182	Psychobiology I	20	C	1	1 or 2
1PY183	Individual Differences I	20	C	1	1 or 2
1PY184	Conceptual & Historical Issues in Psychology	10	C	2	1 or 2
1PY185	Developmental Psychology I	10	C	2	1 or 2
1PY186	Research Methods	20	C	2	1 or 2
1PY187	Statistics & Psychology I	20	C	2	1 or 2

- C=Compulsory

York St John's general regulations for progression, assessment and classification of undergraduate programmes apply. In order to progress to level 5 a student will normally be required to pass at least 100 out of 120 credits at this level.

18-1c **Level 4 Teaching and Learning and Assessment Strategies**

In order to fulfil the programme aims, the assessment requirements of the BPS, the aims of York St John's Learning & Teaching strategy, and the School Principles of Exceptional Assessment and Feedback (PEAF) each module provides structured learning utilising a variety of summative and formative assessment techniques. Module-based learning activities will include formal lectures, seminars, supported open learning, independent study, and the use of virtual learning environments (i.e. Moodle). Formative assessment activities are designed to enable students to receive relevant feedback about their learning in preparation for subsequent summative assessments. Following the School's Principles of Exceptional Assessment and Feedback, formative assessment and feedback is seen as central to student success and in encouraging students to spend time and effort on challenging tasks and skills; such assessment enables students to receive constructive feedback in a timely manner which can inform their progress on the module in skills and knowledge. To this end all modules contain formative assessment descriptions alongside summative assessment descriptions.

Each module for level 4 includes both formative and summative assessment. A range of assessment methods will be utilised across level 4 modules including essays, research reports and practical projects, in-class tests and quizzes, skills diaries, directed reading, discussion groups, worksheets, and exams. Please see appendix 3 for an assessment matrix for level 4 modules.

Level 4 module content emphasises essential subject-specific skills (Statistics & Psychology I, Research Methods), generic skills for lifelong learning and development (Study Skills), and concentrates on providing a wider context for the study of psychology (Conceptual & Historical Issues in Psychology (CHiP)). Level 4 modules also introduce specialised subject-specific knowledge in several core areas of psychology (Psychobiology, Cognitive Psychology, Individual Differences, Developmental Psychology). Level 4 academic tutor work will focus on personal development around lifelong learning skills and emphasise the importance of continuous reflection, the importance of working in teams and personal time management skills.

This will provide a sound basis for progression through level 5.

18 -2	YSJU Level 5 / NQF Level 5 / FHEQ I																																																						
18-2a	<p><u>Level 5 Programme Outcomes</u> Students who gain the award specified will have demonstrated the following learning outcomes (Headings closely follow the QAA benchmark document criteria): <u>Level 5 (Diploma of Higher Education)</u></p> <p><i>Students will have subject knowledge in:</i></p> <ul style="list-style-type: none"> • The behaviour and attitudes evident in social groups, and the utility of psychological concepts in social contexts • Developmental processes • Cognitive processes • Applications of psychology in the work place • Processes of designing, collecting, organising and analysing data both qualitatively and quantitatively • Recent developments in personality and intelligence • Contemporary issues in psychobiology <p><i>Students will have subject skills in:</i></p> <ul style="list-style-type: none"> • Employing small scale research under supervision using a broad range of techniques through practical activities • Examining psychological theory and research using appropriate technical concepts • Reasoning scientifically and criticising the relationship between theory and evidence • Critically applying contemporary psychological theory to a lived work experience <p><i>Students will have employability and generic skills in:</i></p> <ul style="list-style-type: none"> • Numeracy: Assessing and resolving numerical and statistical data from a variety of contexts • Information Technology: Utilising and interpreting advanced analytical software; assessing on-line resources • Communication: Demonstrating clear presentation skills for complex ideas • Literacy: Assessing and resolving conceptual ideas from a body of literature • Personal Development: Identifying and exploring career pathways 																																																						
18-2b	<p><u>Level 5 Programme Structure and Content</u></p> <table border="1" data-bbox="300 1339 1366 1749"> <thead> <tr> <th><i>Code</i></th> <th><i>Title</i></th> <th><i>Credits</i></th> <th><i>Status of Module *</i></th> <th><i>York-based Semester</i></th> <th><i>SEGi Semester</i></th> </tr> </thead> <tbody> <tr> <td>2PY280</td> <td>Qualitative Research Methods</td> <td>10</td> <td>C</td> <td>1</td> <td>1 or 2</td> </tr> <tr> <td>2PY281</td> <td>Psychobiology II</td> <td>10</td> <td>C</td> <td>1</td> <td>1 or 2</td> </tr> <tr> <td>2PY282</td> <td>Developmental Psychology II</td> <td>20</td> <td>C</td> <td>1</td> <td>1 or 2</td> </tr> <tr> <td>2PY283</td> <td>Social Psychology</td> <td>20</td> <td>C</td> <td>1</td> <td>1 or 2</td> </tr> <tr> <td>2PY284</td> <td>Individual Differences II</td> <td>10</td> <td>C</td> <td>2</td> <td>1 or 2</td> </tr> <tr> <td>2PY285</td> <td>Cognitive Psychology II</td> <td>10</td> <td>C</td> <td>2</td> <td>1 or 2</td> </tr> <tr> <td>2PY286</td> <td>Statistics and Psychology II</td> <td>20</td> <td>C</td> <td>2</td> <td>1 or 2</td> </tr> <tr> <td>2PY287</td> <td>Psychology of Work*</td> <td>20</td> <td>C</td> <td>2</td> <td>1 or 2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • C=Compulsory <p>*Psychology of Work contains a minimum 4 week work placement experience for students which may be taken in the UK or overseas. Students may undertake the placement in any area of work and are encouraged to utilise it as a 'first-step' or continuation in their career trajectory.</p> <p>York St John's general regulations for progression, assessment and classification of undergraduate programmes apply. In order to progress to level 6 a student will normally be required to pass at least 100 out of 120 credits at this level.</p>	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status of Module *</i>	<i>York-based Semester</i>	<i>SEGi Semester</i>	2PY280	Qualitative Research Methods	10	C	1	1 or 2	2PY281	Psychobiology II	10	C	1	1 or 2	2PY282	Developmental Psychology II	20	C	1	1 or 2	2PY283	Social Psychology	20	C	1	1 or 2	2PY284	Individual Differences II	10	C	2	1 or 2	2PY285	Cognitive Psychology II	10	C	2	1 or 2	2PY286	Statistics and Psychology II	20	C	2	1 or 2	2PY287	Psychology of Work*	20	C	2	1 or 2
<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status of Module *</i>	<i>York-based Semester</i>	<i>SEGi Semester</i>																																																		
2PY280	Qualitative Research Methods	10	C	1	1 or 2																																																		
2PY281	Psychobiology II	10	C	1	1 or 2																																																		
2PY282	Developmental Psychology II	20	C	1	1 or 2																																																		
2PY283	Social Psychology	20	C	1	1 or 2																																																		
2PY284	Individual Differences II	10	C	2	1 or 2																																																		
2PY285	Cognitive Psychology II	10	C	2	1 or 2																																																		
2PY286	Statistics and Psychology II	20	C	2	1 or 2																																																		
2PY287	Psychology of Work*	20	C	2	1 or 2																																																		

18-2c	<p><u>Level 5 Teaching and Learning and Assessment Strategies</u></p> <p>In order to fulfil the programme aims, the assessment requirements of the BPS, the aims of York St John's Learning & Teaching strategy, and the School's Principles of Exceptional Assessment and Feedback (PEAF) each module provides structured learning utilising a variety of summative and formative assessment techniques. Module-based learning activities will include formal lectures, seminars, supported open learning, independent study, and the use of virtual learning environments (i.e. Moodle). Formative assessment activities are designed to enable students to receive relevant feedback about their learning in preparation for subsequent summative assessments.</p> <p>Following the School's Principles of Exceptional Assessment and Feedback, formative assessment and feedback is seen as central to student success and in encouraging students to spend time and effort on challenging tasks and skills; such assessment enables students to receive constructive feedback in a timely manner which can inform their progress on the module in skills and knowledge. To this end all modules contain formative assessment descriptions alongside summative assessment descriptions.</p> <p>Each module for level 5 includes both formative and summative assessment . A range of assessment methods will be utilised across level 5 modules including essays, research reports and practical projects, research proposals, written exams, portfolios, case-studies, diary keeping, on-line quizzes, directed reading, discussion groups, and worksheets. . Please see appendix 3 for an assessment matrix for level 5 modules.</p> <p>Level 5 content is designed to build upon the foundations from level 4 and to prepare students for study at level 6. Level 5 further develops students' subject-specific skills (Qualitative Research Methods, Statistics & Psychology II) and provides an introduction to and consolidation of the core domains of psychology as specified by the QAA and the BPS (Social Psychology, Cognitive Psychology, Developmental Psychology, Psychobiology, and Individual Differences). In addition, the programme offers unique opportunities for students to develop work-based skills and gain experience in, and knowledge of, a real world environment through a work placement based module (Psychology of Work).</p>
18-3	<p>YSJU Level 6 / NQF Level 6 / FHEQ H</p>
18-3a	<p><u>Level 6 Programme Outcomes</u></p> <p>Students who gain the award specified will have demonstrated the following learning outcomes (Headings closely follow the QAA benchmark document criteria):</p> <p><i><u>Level 6 (Honours Degree / Ordinary Degree)</u></i></p> <p><i>Students will have subject knowledge in a selection of the following:</i></p> <ul style="list-style-type: none"> • Empirical psychological research • Areas of psychology recognised by HPC practicing psychologist domains • Areas of applied psychology <p><i>Students will have subject skills in:</i></p> <ul style="list-style-type: none"> • Discriminating meaningful patterns in behaviour and experience • Appraising multiple psychological perspectives and assessing their relative merits • Organising, designing, conducting and evaluating an empirically based research project under appropriate supervision • Synthesising and evaluating contemporary psychological evidence <p><i>Students will have employability and generic skills in:</i></p> <ul style="list-style-type: none"> • Numeracy: Constructing and evaluating appropriate mathematical concepts in order to identify important themes in quantitative data

- Information technology: Evaluating and discriminating between IT resources in order to further their understanding of specific concepts
- Communication: Evaluating and constructing methodologies for conveying complex subject matter to a variety of audiences
- Literacy: Appraising, summarising and restating information from a variety of sources
- Personal Development: Organising and reflecting on self-directed study and project management; and presenting an appropriate professional identity

18-3b **Level 6 Programme Structure and Content**

<i>Module code</i>	<i>Title</i>	<i>Credits</i>	<i>Status of Module *</i>	<i>York-based Semester</i>	<i>SEGi Semester</i>
3PY340	Dissertation	40	C	1 & 2	1 or 2
Any two from the following:					
3PY359	Memory Improvement	20	O	1	1 or 2
3PY341	Clinical Psychology	20	O	1	1 or 2
3PY346	Forensic Psychology	20	O	1	1 or 2
3PY342	Adolescent Development & Behaviour	20	O	1	1 or 2
3PY345	Psychology of Health	20	O	1	1 or 2
3PY353	Evolutionary Psychology	20	O	1	1 or 2
3PY351	Counselling Approaches in Psychology	20	O	1	1 or 2
Any two from the following:					
3PY332	Developmental Disorders	20	O	2	1 or 2
3PY346	Forensic Psychology	20	O	2	1 or 2
3PY341	Clinical Psychology	20	O	2	1 or 2
3PY347	Psychology of Education	20	O	2	1 or 2
3PY348	Critical Social Psychology	20	O	2	1 or 2
3PY351	Counselling Approaches in Psychology	20	O	2	1 or 2
3PY354 avail. from 2015/16	Perspectives in Sport and Exercise Psychology	20	O	2	1 or 2
3PY356	Neuropsychology	20	O	2	1 or 2
3PY357	Animal Psychology	20	O	2	1 or 2
3PY417	Dark Personalities and Clinical Disorders	20	O	1 or 2	
3PY418	Lifespan Development	20	O	1 or 2	
3PY420	Developmental Psychopathology and Clinical Applications	20	O	1 or 2	
3PY423	Critical Approaches in Mental Health	20	O	1 or 2	

- C=Compulsory, O=Option

Options will only run if a viable number (normally 10) of students elect to participate in them, otherwise they will be cancelled and students requested to make another choice. Options will be chosen by students when they are in their second year of study. Second year students will be given a short talk by each optional module leader and also given access to information about the 3rd year optional modules via the VLE prior to making their choices. In order to provide a more critical and discursive module experience for the student and to make teaching loads equitable, modules will be capped at a maximum of 40 students. Students will be aware of this and will be asked to rank order their module choices in terms of preference and provide a 100 rationale for each of their module choices; in the event of over-subscription to the modules the Head of Programme will allocate options based on the rationales provided.

	<p>Three optional modules are offered through other programmes of study and may see undergraduate BSc Psychology students studying alongside students on other undergraduate programmes or alongside post graduate students:</p>
<p>18-3c</p>	<p><u>Level 6 Teaching and Learning and Assessment Strategies</u></p> <p>In order to fulfil the programme aims, the assessment requirements of the BPS, the aims of York St John's Learning & Teaching strategy, and the School's Principles of Exceptional Assessment and Feedback (PEAF) each module provides structured learning utilising a variety of summative and formative assessment techniques. Module-based learning activities will include formal lectures, seminars, supported open learning, independent study, and the use of virtual learning environments (i.e. Moodle). Formative assessment activities are designed to enable students to receive relevant feedback about their learning in preparation for subsequent summative assessments.</p> <p>Following the School's Principles of Exceptional Assessment and Feedback, formative assessment and feedback is seen as central to student success and in encouraging students to spend time and effort on challenging tasks and skills; such assessment enables students to receive constructive feedback in a timely manner which can inform their progress on the module in skills and knowledge. To this end all modules contain formative assessment descriptions alongside summative assessment descriptions.</p> <p>Each module for level 6 includes both formative and summative assessment. A range of assessment methods will be utilised across level 6 modules including essays, research reports and practical projects, poster presentations, written exams, case-studies, reflective journals, critical reviews, case studies, directed reading, and discussion groups. . Please see appendix 3 for an assessment matrix for level 6 modules.</p> <p>Level 6 content is designed to provide an opportunity for students to follow their own areas of interest in psychology through the self-directed research dissertation and module options strategy. This offers a wide choice of modules which provide the opportunity to consolidate and further their understanding of core domains from level 5 and to experience more advanced areas of study in psychology. Level 6 optional modules draw on areas of staff research and expertise but also include modules on each of the professional areas of psychology practice recognised by the Health Professions Council (clinical, occupational, sport, health, forensic, education, and counselling) thus allowing students to pursue career options in psychology in addition to increasing their subject skills and knowledge and their employability profile. Due to the wide ranging number of options and the detailed expertise involved, it is envisaged that they will be offered subject to availability of appropriate specialist staff. Students will be invited to select from available options around Easter-time of their second year and will be fully informed at that point of the available options.</p>
<p>19.</p>	<p>Progression and Graduation Requirements</p> <p>The University's general regulations for undergraduate/postgraduate awards apply to this programme. These can be found in the Document Directory via the homepage.</p>
<p>20.</p>	<p>Internal and External Reference Points</p> <p>This programme specification was formulated with reference to:</p> <ul style="list-style-type: none"> • University Mission Statement • QAA subject benchmark statement for Psychology (2010) • QAA Placement document • UK Quality Code for Higher Education • British Psychological Society's Guidance for Undergraduate and Conversion Psychology Programmes (2010) • Health Professions Council domains of practice for practicing psychologists

	<ul style="list-style-type: none">• Student feedback• York St John University's Subject Review (Psychology) 2011
--	---

21.	Further Information Further information on the programme of study may be obtained from: <ul style="list-style-type: none">• Admissions Entry Profile (Admissions)• Programme validation document (Registry – Academic Standards)• Regulations (Registry – Academic Standards)• Student programme handbook (school)• Module handbooks (school)
------------	---

27.08.19 - update

Updated via PASP to include additional optional modules at Level 6 and to deliver an updated version of 3PY341 – code changed to 3PY401