

**BIRMINGHAM CITY UNIVERSITY**

**GRADUATE CERTIFICATE /  
GRADUATE DIPLOMA  
IN PSYCHOLOGY**

**Graduate Certificate in Psychology**

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**Graduate Diploma in Psychology**

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**BIRMINGHAM CITY UNIVERSITY**

**GRADUATE CERTIFICATE  
IN PSYCHOLOGY**

**Programme Specification**

**Faculty of Education, Law and Social Sciences  
May 2011**

# **Programme Specification** **[Graduate Certificate (Grad. Cert.) in Psychology]** **Level 6**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found

(1). <http://moodle.bcu.ac.uk/elss/mod/resource/view.php?id=28945> (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
2	<b>Teaching Institution:</b>	<b>Birmingham City University</b>
3	<b>Programme accredited by:</b>	<b>The British Psychology Society</b>
4	<b>Final Award:</b>	<b>Grad. Cert.</b>
5	<b>Programme Title:</b>	<b>Graduate Certificate in Psychology</b>
6	<b>Mode of Study:</b>	<b>Full time, Part time</b>
7	<b>Language of Study:</b>	<b>English</b>
8	<b>UCAS Code:</b>	<b>C800</b>
9	<b>Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes:</b> <ol style="list-style-type: none"> <li>1. Quality Assurance Agency for Higher Education U.K.: Psychology Benchmark Statements, 2007 (<b>QAA</b>),</li> <li>2. British Psychology Society (<b>BPS</b>) / Undergraduate Education Committee (<b>UEC</b>),</li> <li>3. Birmingham City University, Learning and Teaching Strategy (<b>B.C.U.</b>).</li> </ol>	
10	<b>Aims of the programme</b>	
	<b>The programme aims to provide learners with:</b>	
a.	Critically understand the different perspectives in Psychology, which give rise to the understanding of individual thinking, behaviour, and functioning.	
b.	Appraise the conceptual, historical and origins of the main perspectives in Psychology and their significance overtime and application to contemporary issues.	

<b>c.</b>	Understand the basic design, research and statistics that are required to report scientific findings.
<b>d.</b>	Attain the transferable skills which are relevant to the further study of Psychology.

**11 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

**Knowledge and understanding**

Knowledge and understanding of:	Teaching, learning and assessment methods used:
<p>A. How the different perspectives in Psychology explain factors that influence individual thinking, behaviour and functioning.</p>	<p>On-line lectures will be supported by power-point presentation and set questions which will introduce the student to how the each Psychology perspective explains and contributes to the understanding of factors that influence individual thinking, behaviour and functioning. Key studies and research from each perspective will be introduced. On-line seminar work will require the student to work on answers. Set exercises will be supplemented by on-line peer review articles and on-line group blog Moodle (VLE) forum discussion. On-line feedback will be provided weekly.</p> <p>In the module Exploring Issues in Cognitive and Biological Psychology, the student will be introduced to the perspectives Cognitive Psychology and Biological Psychology. On-line lectures will introduce key studies and research from these two perspectives which contribute to the explanation and prediction of individual thinking, behaviour and functioning. On-line seminar work will have set questions based on peer review articles which focus on research enquiry that explores factors which influence individual thinking, behaviour and functioning. On-line question and answer exercises, Moodle (VLE) blog discussion and student staff on-line e-mail discussions will aid understanding in this area. The student will be required to construct a Dummy Cognitive Psychology Report (non-assessed) where the student will provide comparative arguments from Cognitive Psychology and Biological Psychology which contribute to the explanation and prediction of individual thinking, functioning and behaviour for one chosen Cognitive state. Group feedback from the Dummy Cognitive Psychology Report Plan will help the student prepare for the summative assessment on this module – Cognitive Psychology Report [100% weighting, 2,500 words].</p> <p>In the module Exploring Issues in Social and Developmental Psychology, on-line lectures will introduce the student to the key concepts, studies, theories and research in Social Psychology and Developmental Psychology which explain thinking, functioning and behaviour of the social individual across the lifespan. Mahara (VLE) work will require the student to complete an on-line reflective diary which will focus on how key studies, concepts, theories in Social Psychology and Developmental Psychology explain the functioning of the social individual across lifespan developmental issues. Feedback will be provided throughout the module via the on-line reflective diary. The student will be required to complete patchwork one where the student will be required to discuss how Developmental Psychology contributes to the understanding of individual thinking,</p>

	<p>behaviour and functioning across one chosen lifespan development phases. Feedback from this will help to prepare for the summative piece of work- patchwork essay. On-line peer review articles, studies and research will further support the student.</p> <p>The module Origins and Concepts in Psychology will introduce the student in on-line lectures to the origins and concepts which contribute to the explanation of individual thinking, behaviour and functioning over chronological time periods. On-line seminar work will support set exercises, which will require the student to identify how different perspectives in Psychology have contributed to relevant theories, studies and concepts which explain individual thinking, functioning and behaviour in contemporary society. Mahara (VLE) work will require the student to prepare for this area via the on-line discussion form blog. This will be supported by on-line peer review articles. Assessment one- Time Line Poster [30% weighting, 1,000 words] will require the student to identify relevant concepts and theories which are mapped by staged chronological time periods. Feedback from this piece of work will help the student prepare for assessment item two- Essay [70% weighting, 1,500 words] which will require a detailed discussion of how relevant concepts and theories explain individual thinking, functioning and behaviour for two contemporary issues.</p>
B. The key studies and research from each perspective in Psychology.	<p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line lectures introduce the student to the key studies and research in the core areas of Cognitive Psychology and Biological Psychology. On-line seminar work will require the student to answer questions based on an appraisal of key studies and research from these two areas. This will be supported by set reading and peer review articles. Knowledge and understanding of the key studies and research from the perspectives of Cognitive Psychology and Biological Psychology will be assessed via the summative piece of work- Cognitive Psychology Report [100% weighting, 2,500 words]. The student will be required to outline key studies and research from the two perspectives in Psychology to a chosen Cognitive state in a dummy report plan where feedback will be provided [formative, non-assessed]. Feedback from the formative piece of work will help the student prepare for the summative assessment piece of work - Cognitive Psychology Report where the student will be required to discuss in detail key studies and research in detail from Cognitive Psychology and Biological Psychology.</p> <p>The module Exploring Issues in Social and Developmental Psychology will in on-line lectures introduce key studies and research from the areas of Social Psychology and Developmental Psychology. On-line seminar work will require the student to appraise articles which are based on key studies and research in the areas of Social Psychology and Developmental Psychology. Mahara (VLE) work will require the student to work on a weekly on –line reflective diary where key studies and research which relate to lifespan social development issues will be discussed. Feedback on this diary will be provided. The student will be required to complete patchwork one [formative, non-assessed] where an outline of key studies and research which explain one lifespan social developmental issues will be discussed. Feedback from patchwork one will help the student</p>

	<p>to prepare for the summative piece of work- patchwork essay [100% weighting, 2,500 words].</p> <p>The module Origins and Concepts in Psychology will in on-line lectures introduce key studies and research in Psychology which have defined landmark points in Psychology as a discipline. Studies will be outlined from several perspectives in Psychology. On-line seminar work will require the student to answer questions and appraise set reading based on key studies and research in Psychology. Moodle (VLE) blog work will facilitate the student to discuss key studies and research in Psychology which contribute to two contemporary societal issues. This will help the student to prepare for assessment point one-Timeline Poster [30% weighting, 1,000 words], where key studies and research in Psychology overtime will be identified. Feedback from this assessment item will help the student to prepare for assessment point two- Essay [70% weighting, 1,500 words] where the student will be required to discuss and appraise key studies and research in Psychology which explain two contemporary societal issues.</p>
C. The conceptual, historical and scientific underpinnings of each Psychology perspective.	<p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line lectures demonstrate the origins and scientific underpinnings of Cognitive Psychology and Biological Psychology. On-line seminar work will require the student to discuss the origins, main concepts and scientific underpinnings of the two perspectives in relation to contemporary health dilemmas. The summative piece of work - Cognitive Psychology Report [100% weighting, 2,500 words] will require the student to discuss the concepts and scientific underpinnings of key studies and research in the areas of Cognitive and Biological Psychology in the discussion section of the report. The formative piece of work -Cognitive Psychology Dummy Report Plan [non-assessed] will help the student prepare for the summative piece of work where the identification the main concepts and scientific underpinnings will be mapped.</p> <p>The module Exploring Issues in Social and Developmental Psychology will in on-line lectures demonstrate to the student the conceptual and scientific underpinnings of Social Psychology and Developmental Psychology. On-line seminar work will require the student to answer set questions based on articles and studies which have established key concepts and contributed to scientific enquiring in Social Psychology and Developmental Psychology. Mahara (VLE) work will require the student to fill in an on-line reflective diary where cited studies, concepts and theories will require the student to reflect on the conceptual, historical and scientific underpinnings of key studies and research in the area of Social Psychology and Developmental Psychology. The summative assessment- Patchwork Essay [100% weighting, 2,500 words] will require the student to discuss the conceptual, historical and scientific underpinnings of concepts, theories and studies from the areas of Social and Developmental Psychology which have been outlined in patchwork one [non-assessed formative assessment]. Feedback from Patchwork One will help the student prepare for the summative assessment- Patchwork Essay [weighting 100%, 2,500 words].</p> <p>The module Origins and Concepts in Psychology will in on-line lectures introduce the student to the</p>

	<p>conceptual, historical and scientific underpinnings of Psychology. This will involve a historical journey overtime with a consideration of how several perspectives and schools in Psychology have contributed to key theories, concepts and scientific enquiry. On-line seminar work will facilitate the student to identify key theories, concepts and research which have contributed to scientific enquiry throughout different time periods. This will require the student to answer set questions and review set reading. This will help to prepare for item one assessment – Poster [30% weighting, 1,000 words] which will assess the student on their chronological mapping of the origins of key concepts and theories. Feedback from assessment item one will help prepare for assessment item two- Essay [70% weighting, 1,500 words] where the student will be required to discuss concepts and theories from several perspectives in Psychology which have contributed to scientific enquiry.</p>
D. How each perspective in Psychology contributes to the understanding of contemporary issues.	<p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line lectures demonstrate to the student how studies and research in Cognitive and Biological Psychology have contributed to the understanding of contemporary health issues and states. On-line seminar work will require the student to discuss how these perspectives have contributed to health issues which will be based on case-studies. This will be further supported by on-line Moodle (VLE) blog work. The formative assessment- Cognitive Psychology Dummy Plan Report [non-assessed] will require the student to identify a contemporary health state or issue. Feedback from this will help to prepare the student for - Cognitive Psychology Report will require the student to discuss how Biological and Cognitive Psychology have contributed to the understanding to one contemporary issue.</p> <p>The module Exploring Issues in Social and Developmental Psychology will in on-line lectures demonstrate to the student how key theories, concepts and research have contributed to the understanding of contemporary societal issues across various lifespan phases. On-line seminar work will require the student to answer set questions and Moodle (VLE) blog work will involve discussions based on peer review articles. Mahara (VLE) work will require the student to complete a weekly on-line reflective diary. Reflection will involve how key studies and research in the areas of Developmental Psychology and Social Psychology contribute to various lifespan phases. Feedback will help the student prepare for patchwork one [formative assessment, non-assessed] which will help the student prepare for the patchwork essay [100% weighted, 2,500 words]. This will require the student to demonstrate an understanding of how the two perspectives contribute to the understanding of two contemporary social lifespan developmental phases/issues.</p> <p>The module Origins and Concepts in Psychology will in on-line seminar work facilitate the student to answer questions and review reading which identifies how Psychology contributes to contemporary societal issues. This will be further supported by Moodle (VLE) blog work where feedback will be provided. The second assessment point - Essay [70% weighted, 1,500 words] will assess this area where the student will be required to discuss key studies and concepts in Psychology in relation to a contemporary societal issue.</p>

<p>E. How perspectives in Psychology and disciplines outside Psychology merge and contribute to specialised areas.</p>	<p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line lectures demonstrate how the perspectives of Cognitive Psychology and Biological Psychology merge together with various other perspectives in Psychology and disciplines which sit outside Psychology to form specialised areas when addressing contemporary health and medical issues. Seminar on-line work will require the student to answer questions which are based on peer review articles that are underpinned by specialised areas. The summative assessment -Cognitive Psychology Report [100% weighting, 2,500 words] will require the student to address one contemporary health issue from the two perspectives in Psychology through critical discussion.</p> <p>The module Exploring Issues in Social and Developmental Psychology will in on-line lectures demonstrate to the student how the areas of Social Psychology and Developmental Psychology both merge and contribute to specialised areas which address contemporary lifespan developmental issues. Mahara (VLE) work will require the student to complete an on-line weekly reflective diary. This will involve reflective learning based on reading which address lifespan contemporary issues. The student will be assessed by the summative assessment point - Patchwork Reflective Essay [100% weighting, 2,500 words] which will require the student to discuss how Developmental Psychology and Social Psychology perspectives merge together in their explanation of the social being across lifespan developmental phases.</p> <p>The module Concepts and Origins in Psychology will in on-line lectures demonstrate to the student how the various perspectives in Psychology merge in their explanation of contemporary societal issues. The second summative assessment point- Essay [70%, 1,500 words] will require the student to discuss how the various perspectives in Psychology merge and overlap when explaining contemporary societal issues. The first summative assessment point- Timeline Poster [30%, 1,000 words] will help the student prepare for the second summative assessment point Essay [70%, 1,500 words]. This will involve an appraisal of peer review articles which will support critical discussion.</p>
<p>f. The ethical guidelines which govern research in Psychology.</p>	<p>The module Key Issues and Skills in Psychological Research Methods will in on-line lectures introduce the student to the ethical governance bodies- APA, BPS, Helsinki Declaration which underpin Psychology Research. On-line seminar sessions will facilitate the student to answer questions based on research case studies. The summative assessment point – On-line Research Methods Workbook [100% weighting, 2,500 words] will assess the student on their knowledge and understanding of guidelines which govern research in Psychology. Electronic access to ethical guidelines will be provided on-line. Peer review on-line articles and research case studies will also be housed on Moodle (VLE).</p>
<p>g. Research enquiry in Psychology</p>	<p>The module Key Issues and Skills in Psychological Research Methods will in on-line lectures introduce the student to key skills which are required for research enquiry in Psychology. Hypothesis formulation, testing, data collection, data statistical analysis and interpretation will be looked at. The on-line data analysis workbook [formative assessment, non-assessed] will help</p>

	<p>prepare for the summative assessment point On-line Research Methods Workbook [100% weighted, 2,500 words], will require the student to answer questions which relate to research enquiry in Psychology. Feedback from the data analysis workbook [formative, non-assessed] will help prepare the student for the summative assessment [100% weighted, 2,500 words] where knowledge and understanding of skills required in Psychology research enquiry will be assessed. Specialist software- SPSS, peer review articles, on-line Moodle (VLE) discussion and on-line workshop exercises will further support the student.</p> <p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line seminar work will facilitate the student to understand the presentation of results via a Psychology report. Examples from peer review articles will further support learning. The student will be required to complete a Dummy Cognitive Psychology Report [formative, non-assessed] which will help the student to understand how data is interpreted, discussed and presented in the required format of a Psychology Report. Feedback from this will help the student prepare for the summative assessment point – Cognitive Psychology Report [100% weighted, 2,500 words] where research enquiry in one chosen area (health or medical field) will be presented in the format of a Psychology Report. This report will require the student to include a hypothesis, brief literature review, data interpretation, discussion and a conclusion.</p>
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### Skills and other attributes

2.Intellectual / cognitive skills:	Teaching, learning and assessment methods used:
A. Understand the role of evidence and make critical judgements about arguments in Psychology.	<p>The modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Concepts and Origins in Psychology will in on-line lectures outline key arguments with an examination of studies and research. On-line seminar work will have set exercises which will require the student to answer questions are based on key arguments in Psychology. Peer review articles will demonstrate to the student how the role of evidence is used to make critical judgments. Mahara (VLE) and Moodle (VLE) on-line work will require individual and group blog work, up-dating a reflective on-line diary. The Dummy Psychology Report Plan [formative, non-assessed] in the module Exploring Issues in Cognitive and Biological Psychology; patchwork one [formative non-assessed] in the module Exploring Issues in Social and Developmental Psychology and a time-line poster [1,000 words, 30% weighting] in the module Origins and Concepts in Psychology will assess this area and prepare the student for summative and point two summative assessments - Essay [70% weighting, 1,500 words] , Patchwork Essay [100% weighting, 2,500 words] and Cognitive Psychology Report [100% weighting , 2,500 words] will assess the student on key arguments in Psychology and how critical judgments have been supported by evidence from key studies and research in Psychology. Critical thinking will be embedded in the module Origins and Concepts in Psychology which will be supported by on-line seminar work.</p>
B. Apply the main perspectives in Psychology to the detection of patterns in thinking, behaviour and functioning.	<p>The modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Origins and Concepts in Psychology will in on-line lectures demonstrate to the student how studies, theories and research in Psychology are applied to the detection and prediction of patterns in thinking, behaviour and functioning in humans and animals. On-line seminar work will be based on case studies which address contemporary societal, health and medical issues which the student will be required to apply key studies, concepts, theories and research to patterns in thinking, behaviour and functioning via Moodle (VLE). On-line seminar work will be supplemented by peer review articles, case studies and set reading which apply the main perspectives in Psychology to the detection of patterns in thinking, behaviour and functioning. This will be assessed via by the summative piece of work Cognitive Psychology Report [100%,2,500 words]-where the perspectives of Biological and Cognitive Psychology will be applied to the detection of patterns in thinking, behaviour and functioning to one chosen contemporary medical/health state [Exploring Issues in Cognitive and Biological Psychology].</p> <p>In the module Exploring Issues in Social and Developmental Psychology, the summative assessment- patchwork essay [100% weighting, 2,500 words] will assess the student on the application of key studies and theories from the perspectives of Social and Developmental Psychology to the detection of patterns in thinking, behaviour and functioning when discussing</p>

	contemporary social lifespan developmental issues. The module Origins and Concepts in Psychology will in assessment point two –Essay [70% weighting, 1,500 words], assess the student on the application of key concepts, theories and studies from the various perspectives in Psychology to the detection of patterns in thinking, behaviour and functioning. Each assessment will be underpinned by an appraisal of the limitations and contribution of mentioned application to the detection of patterns in thinking, behaviour and functioning.
C. Critique research questions and hypothesis.	The module Key Issues and Skills in Psychological Research Methods will in on-line lectures demonstrate to the student how research questions and hypothesis are critiqued. This will be supplemented with on-line seminar work where the student will be required to complete an on-line research methods workbook. This will be further supported by set exercises and discussion. Feedback from the on-line data-analysis workbook, on-line seminar work will help the student prepare for the summative piece of work- On-line Research Methods Workbook [100% weighting, 2,500 words] which will assess this area.
D. Skills of understanding and presenting results.	<p>The module Key Issues and Skills in Psychological Research Methods will in on-line lectures introduce skills that are required for understanding, analysing and presenting results. The student will be required to work on set exercises which are based on data which has been generated by SPSS and set questions in the data analysis workbook [formative, non-assessed]. This will help the student prepare for the summative piece of work- On-line Research Methods Workbook [100% weighting, 2,500 words] which will assess the correct presentation and analysis of results.</p> <p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line seminar work facilitate the student to explore data generated from a Cognitive Psychology experiment. The presentation, analysis and discussion of results will be assessed via the summative piece of work Cognitive Psychology Report [100% weighting, 2,500 words] where the student will be required to present findings from one cognitive psychology experiment and discuss these results with comparative studies in the chosen field. The Dummy Cognitive Psychology Report Plan [formative, non-assessed] will provide the student feedback on the proposed presentation and discussion of results which will be finalised in the summative piece of assessment.</p>
E. The ability to review and critically evaluate research and theories in Psychology.	Modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Origins and Concepts in Psychology will in on-line seminar sessions require the student to review and critically evaluate research and theories in Psychology which are supported by peer review articles. This will be facilitated by an on-line reflective diary, Mahara (VLE) work and Moodle (VLE) work. The intended research and key studies for critical review will in the module Exploring Issues in Cognitive and Biological Psychology be outlined in the Cognitive Psychology Dummy Report Plan [formative, non-assessed]; in the module Exploring Issues in Social and Developmental Psychology be outlined in patchwork one [formative, non-assessed]; and in the Timeline Poster [weighting 30%, 1,000 words] in the module Origins and Concepts in Psychology. Feedback from this will help the student prepare for the summative pieces of work across each of these modules which will assess the students ability to review and

	critically evaluate and consolidate key research and theories in Psychology with wider reading. This will be assessed via a patchwork essay [100%, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology; essay [70% weighting, 1,500 words] in the module Origins and Concepts in Psychology; and a Cognitive Psychology Report [100%, 2,500 words] in the module Exploring issues in Cognitive and Biological Psychology.
F. Ability to critically discuss limitations and contribution of key studies and research from Psychology perspectives.	The modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Origins and Concepts in Psychology will in on-line seminar sessions be supported by set exercises and discussion forum questions on Moodle (VLE) blog. These exercises will require the student to access peer review articles which will facilitate the student to think critically about the limitations and contributions of studies and research from the perspectives of Biological, Developmental, Social and Cognitive Psychology. Feedback from-patchwork one [formative, non-assessed], the On-line Reflective Diary, the Time Line Poster and the Cognitive Psychology Dummy Report Plan will help the student to prepare for the summative assessed pieces of work as well as gain feedback on their critical thinking skills. This will be assessed via the Cognitive Psychology Report [100% weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology, Essay [70% weighting, 1,500 words] in the module Origins and Concepts in Psychology and the Patchworks Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology [100% weighting, 2,500 words] which will assess the student on their critical discussion of the limitation and contribution of studies and research from the various Psychology perspectives. Critical discussion will be underpinned by the application of Psychology perspectives to the areas of contemporary societal issues, contemporary health states, contemporary medical issues and contemporary social lifespan developmental issues.
G. Ability to apply relevant research methods, design and statistical tests when reasoning scientifically.	<p>The module Key Issues and Skills in Psychological Research Methods will in on-line lectures outline research methods, design and statistical tests which are used in Psychological Research. On-line seminar work will require the student to answer questions which will help prepare for stage one assessment- on-line research methods workbook. On-line seminar work will facilitate the student to apply relevant research methods and design to Psychological research case studies. SPSS on-line sessions will require the student to apply statistical tests to dummy data. The ability to apply relevant research methods, design, and statistical tests when reasoning scientifically will be consolidated in the on-line data analysis workbook [formative, non-assessed]. Feedback from this will help the student prepare for the On-line Research Methods Workbook [100%, 2,500 words] which will assess this area.</p> <p>The module Exploring Issues in Cognitive and Biological Psychology will in on-line seminar sessions prepare the student for the Cognitive Psychology Dummy Report Plan [formative, non-assessed] which will be based on an outline of relevant methods, design that will be applied to the generated Cognitive Psychology experimental data. Feedback from this will help the student prepare for the summative assessment point for this module - Cognitive Psychology Report [100%</p>

	weighting, 2,500 words] which will assess this area.
H. Ability to understand the application of ethical frameworks to research design.	The module Key Issues and Skills in Psychological Research Methods will in on-line seminar work provide set research case studies where the student will be required to discuss ethical considerations. Moodle (VLE) on-line forum discussion will require the student to apply and discuss the various ethical frameworks i.e. (APA, Helsinki Declaration, BPS guidelines) to research in Psychology. Learning will be consolidated in the data analysis workbook [formative, non-assessed]. Feedback from this will help the student prepare for the assessed piece of work for this module- On-line Research Methods Workbook [100% weighting, 2,500 words] which will assess the student on the application of ethical frameworks to research design.

<b>Practical, research and independent learning skills:</b>	<b>Teaching, learning and assessment methods used:</b>
A. Employ appropriate statistical methods when understanding Psychological research.	In the module Key Issues and Skills in Psychological Research Methods, on-line SPSS sessions and on-line statistical workshops will require the student to use SPSS and answer questions to set research case studies and dilemmas which will involve the student employing statistical methods when exploring Psychological Research. Learning from these sessions will be consolidated in the on-line data analysis workbook [formative, non-assessed]. Feedback from this will help the student prepare for the summative piece of work- On-line Research Methods Workbook [100%, 2,500 words] which will assess the student on the application of statistical methods to Psychology research.
B. Use specialist software.	<p>The module Key Issues and Skills in Psychological Research Methods will require the student to use SPSS specialist software which will underpin the summative piece of work- On-Line Research Methods Workbook [100% weighting, 2,500 words]. The student will be required to answer questions from SPSS screen shots.</p> <p>The module Exploring Issues in Cognitive and Biological Psychology will require the student to participate in an on-line Cognitive Psychology experiment and work on generated data from the experiment which will be supported by E-prime software. Learning will be consolidated in the Cognitive Psychology Dummy Report Plan [formative, non-assessed]. Feedback from this will help the student prepare for the summative piece of work – Cognitive Psychology Report [100% weighting, 2,500 words] which will require the student to discuss data which has been generated from a Cognitive Psychology experiment which has been supported by E-prime software.</p>
C. The application of ethical considerations to research design	In the module Key Issues and Skills in Psychological Research Methods, on-line seminar sessions will facilitate the student to apply ethical considerations to Psychology research with the use of case studies and dilemmas. This will help prepare for the summative assessment- On-Line Research Methods Workbook [100% weighting, 2,500 words] which will assess this area.

D. Reflection on perspectives and learning in psychology	<p>A reflective learner approach will be taken throughout this programme where the student will be required to reflect on the application of studies, research and theories in Psychology to contemporary medical, health and societal issues which will require the student to relate material to one's own life and learning experience. This will be supported by an on-line reflective diary.</p> <p>In the module Exploring Issues in Social and Developmental Psychology, on-line seminar work will be based on reflective ideas based on studies, research and concepts to contemporary lifespan societal developmental issues and to one's own lifespan phases. The student will be required to complete a weekly on-line reflective diary. This will help the student prepare for the summative piece of work – Reflective Patchwork Essay [100% weighting, 2,500 words].</p> <p>In the module Exploring Issues in Cognitive and Biological Psychology the student will be facilitated in on-line seminar work to reflect on the application of Cognitive and Biological Psychology to contemporary issues and states of health in the medical field which will be supported by Moodle (VLE) blog discussion forum. The Cognitive Psychology Dummy Report Plan [formative, non-assessed] will require the student to identify the key areas of application of Cognitive Psychology to contemporary health/medical ideas. Feedback from this will help the student prepare for the discussion section in the Cognitive Psychology Report [100% weighting, 2,500 words] which will assess the student in this area.</p> <p>In the module Concepts and Origins in Psychology, the student will be required to reflect on key studies, research and concepts which have derived from several perspectives in Psychology and their contribution to the discipline of Psychology as a whole, scientific enquiry and contemporary societal issues. This will be supported by Moodle (VLE) blog work. Assessment point two- Essay [70% weighting, 1,500 words] will assess the student in this area where discussion will be based on the application of key studies and research to contemporary societal issues.</p>
E. Gather information that is logical, appropriate and arguments that are balanced.	<p>In the modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Origins and Concepts in Psychology, the student will be required to participate in wider reading. Moodle (VLE) blog work, preparatory on-line seminar reading will facilitate the student to shape ideas and arguments that are logical and balanced. Formative non-assessed work- Cognitive Psychology Dummy Report Plan, patchwork one, on-line reflective diary and Moodle (VLE) blog discussions will help the student to outline balanced arguments. Feedback from this will help the student to construct arguments which are logical and balanced which will be assessed via a Patchwork Essay [100 weighting, 2,500 words], Cognitive Psychology Report [100% weighting, 2,500 words] and Essay [70% weighting, 1,500 words].</p>
F. Handle primary sources critically.	<p>In the modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology and Origins and Concepts in Psychology, the student will be required to read peer review articles. On-line seminar work and Moodle (VLE) blog work will</p>

	<p>facilitate critical thinking which is based on journal reading. On-line feedback will help the student prepare for the following assessments will require critical analysis from ideas that have derived from primary sources- Essay [70 weighting, 1,500 words] in the module Origins and Concepts in Psychology ; Patchwork Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology and a Cognitive Psychology Report [100% weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology</p> <p>The module Key Issues and Skills in Psychological Research Methods will in on-line seminar work facilitate the student to critically appraise the design, methods and results section of research that been presented in peer review articles. Learning will be consolidated in the data-analysis workbook. Feedback from this will help the student prepare for the summative assessment point- On-Line Research Methods Workbook [100% weighting, 2,500 words] which will assess this area.</p>
G. Apply problem-solving skills and be aware that knowledge may require different approaches to problem-solving.	<p>All assessments on this programme will require the student to apply various problem-solving skills when appraising material. In the module Concepts and Origins in Psychology, the student will be facilitated in on-line seminar exercises and Moodle (VLE) blog work to problem solve set contemporary issues with key studies which have defined Psychology and scientific enquiry. Feedback from Moodle (VLE) blog work and assessment point one- Time Line Poster [30%, 1,000 words] will help the student prepare for assessment point two- Essay [70%, 1,500 words] which will require the student to apply the most relevant studies to contemporary societal issues.</p> <p>In the module Exploring Issues in Cognitive and Biological Psychology, on-line seminar work will facilitate the student to problem solve issues in the health and medical field with studies and theories from the perspectives of Cognitive Psychology and Biological Psychology. The Cognitive Psychology Dummy Report Plan [formative, non-assessed] and seminar work will require the student to problem-solve health issues and dilemmas. Feedback will help the student prepare for the summative assessment- Cognitive Psychology Report [100% weighting, 2,500 words] which will assess the student on problem-solving one chosen health dilemma with generated data and relevant studies from the perspectives of Cognitive Psychology and Biological Psychology.</p> <p>In the module Exploring Issues in Social and Developmental Psychology on-line seminar work and the on-line reflective diary will require the student to apply problem solving skills to set contemporary societal issues with supporting studies, concepts and theories from the perspectives of Developmental and Social Psychology. Feedback from on-line seminar work, the on-line reflective diary and patchwork one [formative , non-assessed] will help the student prepare for the summative assessment- Patchwork Essay [100% weighting, 2,500 words] where the student will be required to use problem-solving skills when discussing contemporary societal lifespan developmental issues.</p>

H. Become independent and pragmatic as learners	Each module will require the student to taken an independent and pragmatic approach to their learning. The student will be responsible for accessing on-line lecture and seminar Moodle (VLE) blog work. Assessment and assignment preparation will require the student to take an independent approach when preparing arguments with supporting evidence from reading and employing problem-solving strategies to set dilemmas. The student will be responsible for identifying balanced arguments with supportive evidence which has been carried out in an independent manner. The student will also be responsible for identifying and reflecting on their own learning and learning development needs which will be supported by on-line personal tutor meetings. On-line module co-ordinator consultation hours will also support independent learning. The student will be encouraged to also initiate e-mails with the relevant member of the teaching team when identifying an area which the student will need further support with.
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<b>Transferable / key skills:</b>	<b>Teaching, learning and assessment methods used:</b>
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A. Communicate effectively in a variety of modes.	<p>Students will participate in on-line seminar work, Moodle (VLE) blog work and Mahara reflective work which will require effective communication. The student will be responsible for initiating e-mails to module co-ordinators during staff consultation hours and correspond with e-mail exchanges for on-line personal tutor meetings.</p> <p>There will be a mixture of assessments on this programme where the student will be required to communicate effectively- Time Line Poster [30%, 1,000 words], Essay [70%, 1,500 words] in the module Origins and Concepts in Psychology; Patchwork Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology; On-Line Research Methods Workbook [100% weighting, 2,500 words] in the module Key Skills and Issues in Psychological Research Methods; and a Cognitive Psychology Report [100% weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology.</p>
B. Select, apply and evaluate appropriate numerical and statistical methods to interpret data effectively.	<p>In the module Key Skills and Issues in Psychological Research Methods the student will be required to work on set exercises in on-line lectures, seminars and workshops which will be based on the selection, application and evaluation of appropriate numerical and statistical methods which contribute to the interpretation of quantitative and qualitative data effectively. Specialist software SPSS will support the student. Set exercises will be presented in the Data Analysis Workbook [formative, non-assessed]. This will help the student prepare for the On-Line Research Methods Workbook [100% weighting, 2,500 words] which will assess this area.</p> <p>The module Exploring Issues in Cognitive and Biological Psychology will facilitate the student to</p>

	<p>apply and evaluate numerical and statistical methods to interpret Cognitive Psychology experimental data. An outline of the application and evaluation of numerical data will be discussed in on-line seminar work and in the Cognitive Psychology Dummy Report plan [formative, non-assessed]. This will help the student prepare for the Cognitive Psychology Report [100% weighting, 2,500 words] which will assess the student on the application and evaluation of numerical data which has been generated from one Cognitive Psychology e-prime experiment.</p>
C. Be computer literate and use software applications which are both discipline based and generic.	<p>The majority of this programme will require the student to be computer literate. The modules Exploring Issues in Cognitive and Biological Psychology, Exploring Issues in Social and Developmental Psychology, Concepts and Origins in Psychology and Key Skills and Issues in Psychological Research Methods will require the student to access on-line lectures and seminar work activities. Discussion, debate, reflective diary work and the data-analysis workbook will be supported by Mahara (VLE) and Moodle (VLE) work. Access to primary and secondary sources will require the student to access to Moodle (VLE) resources, digital library and Psychology databases. The student will also be expected to participate in an on-line Cognitive Psychology experiment which will be supported by e-prime software. The student will also be required to access SPSS specialist software and access Moodle (VLE), Mahara (VLE) on-line resources and regularly update the on-line reflective diary for the module Exploring Issues in Social and Developmental Psychology and the data analysis workbook in the module Key Skills and Issues in Psychological Research Methods. Discussion with module co-ordinators and personal tutors will supported by forums and e-mails exchanges.</p>
D. Retrieve and organise information effectively.	<p>All modules will require the student to prepare for on-line seminar work and assessments which will require the student to access information on-line. All assessments on this programme will require preparation work, which involve the retrieval and organisation of information in an effective manner. Students will be required to organise information effectively for all assessments on this programme. On-line library sessions will further support the student.</p>
E. Engage in effective on-line group discussion.	<p>Moodle (VLE) forum blog work will support each module. Weekly questions will be set where the student will be required to engage in effective on-line group discussion. This will also extend to Mahara (VLE) work and Cognitive Psychology on-line group experimental work.</p>
F .Problem solve and reason scientifically.	<p>Problem-solving and reasoning scientifically will underpin teaching, learning and assessments across this programme. On-line seminar work will support the student with set case studies, dilemmas and exercises. Students will be assessed on problem-solving and scientific reasoning skills. This will be assessed by a variety of assessment modes on this programme-Time-Line Poster [30% weighting, 1,000 words] and Essay [70%, 1,500 words] in the module Origins and Concepts in Psychology; Patchwork Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology; On-Line Research Methods Workbook [100 weighting, 2,500 words] in the module Key Skills and Issues in Psychological Research Methods, and a Cognitive Psychology Report [100 weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology.</p>

G. Consolidate information effectively via a variety of modes.	A mixture of assessments will require the student to consolidate information and arguments effectively using a variety of modes- Time-Line Poster [30% weighting, 1,000 words] and Essay [70%, 1,500 words] in the module Origins and Concepts in Psychology; Patchwork Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology; On-Line Research Methods Workbook [100 weighting, 2,500 words] in the module Key Skills and Issues in Psychological Research Methods, and a Cognitive Psychology Report [100 weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology. Feedback from on-line seminar work, the reflective on-line diary and formative assessment will facilitate the student to consolidate information effectively. This will be further supported by the academic skills on-line support and module co-ordinator on-line consultation hours.
H. Construction of Psychology report.	In the module Exploring Issues in Cognitive and Biological Psychology will in on-line seminar work facilitate the student to prepare a Cognitive Psychology Report Dummy Report Plan [formative non-assessed]. Feedback will focus on the correct structure and relevant material that has been looked at in each section of the report. Feedback from this will prepare the student for the Cognitive Psychology Report [100 weighting, 2,500 words]. Examples of Psychology reports will be provided on-line in Moodle module spaces in the modules, Exploring Issues in Cognitive and Biological Psychology and Key Skills and Issues in Psychological Research Methods.
I. Construction of a Poster.	In the module Exploring Issues in Cognitive and Biological Psychology, the student will be guided in the construction of a Poster. This will be assessed by the first assessment point- Time-Line Poster [30% weighting, 1,000 words].
J. Relevant skills in Psychology required for further studies in Psychology.	Each module will highlight areas and competencies which are relevant further studies in Psychology. On-line discussion with the personal tutor will help the student consolidate skills and competencies which relate to the next career destination that the student would like to pursue.
K. Reflective practice	The student will across the programme be facilitated to take a reflective approach with their learning experience. This will be facilitated via Moodle (VLE) blog forums and Mahara (VLE) work. Personal tutor meetings and a reflective on-line diary in the module Exploring Issues in Social and Developmental Psychology will support reflective thinking. Forum discussion blogs and formative anon-assessed assessment will facilitate reflective thinking. The Time-Line Poster [30% weighting, 1,000 words] and Essay [70%, 1,500 words] in the module Origins and Concepts in Psychology; Patchwork Essay [100% weighting, 2,500 words] in the module Exploring Issues in Social and Developmental Psychology; and a Cognitive Psychology Report [100 weighting, 2,500 words] in the module Exploring Issues in Cognitive and Biological Psychology will require the student to reflect on Psychology perspectives and their application to contemporary issues and learning environments.

## 12 Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Module number	Module name	Credit
GM6	Exploring Issues in Social and Developmental Psychology	15
GM6	Exploring Issues in Cognitive and Biological Psychology	15
GM6	Key Skills and Issues in Psychological Research Methods	15
GM6	Origins and Concepts in Psychology	15

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## 13 Support for Learning including Personal Development Planning (PDP)

<ul style="list-style-type: none"> <li>Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:</li> </ul>
<ul style="list-style-type: none"> <li>An on-line student handbook and brief student handbook containing information relating to the University, Faculty, assessment and course related processes and procedures</li> </ul>
<ul style="list-style-type: none"> <li>Staged induction is viewed as an ongoing process throughout the programme, which will guide and orientate individual learning needs, put into operation study skills support which is receptive to the individual and group learning needs and the disseminate essential Information as well as updates when changes take place which supports the student.</li> </ul>
<ul style="list-style-type: none"> <li>An integrated programme of careers advice and guidance on how to enhance employability skills which are supported by career consultants, external psychology video talk workshops, stage one Psychology students work experience vod-casts, The British Psychology Society's website and the Psychology team teaching team who are involved in practice and or research Psychology areas of work.</li> </ul>
<ul style="list-style-type: none"> <li>On-line access to CICT support staff and dedicated Library staff</li> </ul>
<ul style="list-style-type: none"> <li>Assistance and support for learning skills from the University's Students and Staff Development Department and the Faculty's Personal Development Centre</li> </ul>
<ul style="list-style-type: none"> <li>Access to the University's Student Services which include careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy</li> </ul>
<ul style="list-style-type: none"> <li>Reasonable access to administrative and academic staff, including course tutors, Head of School and Dean of Faculty</li> </ul>
<ul style="list-style-type: none"> <li>On-line Personal tutor system and on-line year tutor system to advice on pastoral and academic issues. This will be conducted via e-mail and chat.</li> </ul>
<ul style="list-style-type: none"> <li>On-line access to peer and tutor support via the University Intranet and Moodle (VLE).</li> </ul>
<ul style="list-style-type: none"> <li>Personal Development Planning is embedded throughout this course. This will be supported by on-line tutorials, electronic study skills guides, PDP relevant areas which are addressed in modules and PDP individual needs via the on-line personal tutor system. Towards the latter part of the programme students will be made aware of competencies, skills and knowledge gained on this programme which are relevant to further studies in Psychology.</li> </ul>

## 14 Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

## 15 Methods for evaluation and improvement of quality and standards

### **Committees:**

On-line Boards of Studies  
Examination Boards  
Faculty Academic Standards and Quality Enhancement Committee  
Faculty Board  
Learning and Teaching Committee  
Student Experience Committee

### **Mechanisms for review and evaluation:**

On-line module evaluation  
Review and re-approval events  
On-line Annual Monitoring Report  
Peer review of Annual reports  
Student Satisfaction Survey  
External Examiners' reports  
Course team meetings/away days

### **Assessment Regulation**

Students are issued an electronic copy of the University's Standard Undergraduate Assessment Regulations (SUAR V.4) during the first stage of induction, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the programme. This programme is subject to assessment regulation changes which are governed by Birmingham City University (BCU), which the student will be updated on accordingly. Generic and module detailed assessment marking criteria will also be released to the student. In order to complete this course, 60 credits will need to be attained with a minimum of 40% pass mark.

**BIRMINGHAM CITY UNIVERSITY**

**GRADUATE DIPLOMA  
IN PSYCHOLOGY**

**Programme Specification**

**Faculty of Education, Law and Social Sciences  
May 2011**

**Programme Specification**  
**[Graduate Diploma (Grad. Dip) in Psychology]**  
**Level 6**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://moodle.bcu.ac.uk/elss/mod/resource/view.php?id=28945>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

<b>1</b>	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>2</b>	<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>3</b>	<b>Programme accredited by:</b>	<b>Seeking accreditation from The British Psychology Society/ Undergraduate Education Committee (UEC) 2011</b>
<b>4</b>	<b>Final Award:</b>	<b>Graduate Diploma</b>
<b>5</b>	<b>Programme Title:</b>	<b>Graduate Diploma in Psychology</b>
<b>6</b>	<b>Mode of Study:</b>	<b>Full time and Part time</b>
<b>7</b>	<b>Language of Study:</b>	<b>English</b>
<b>8</b>	<b>UCAS Code:</b>	<b>C800</b>
<b>9</b>	<b>Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes:</b> <ol style="list-style-type: none"> <li>4. QAA Psychology Benchmark Statements (U.K.), (<b>QAA</b>),</li> <li>5. The British Psychological Society (<b>BPS</b>) / Undergraduate Education Committee (UEC).Birmingham City University, Learning and Teaching Strategy (<b>BCU</b>).</li> </ol>	

**10 Aims of the programme**

**The programme aims to provide learners with:**

- 1.** The ability to meet the standards set by the British Psychological Society (BPS) – Undergraduate Education Committee (UEC) to be eligible for the Graduate Basis for Chartered Membership of the Society (GBC), providing a minimum mark of 50% have been achieved across all modules on this programme.
- 2.** The knowledge and critical understanding of the core GBC topic areas, and their conceptualisation and explanation of patterns in behaviour, psychological functioning, experience and the role of brain function in human behaviour
- 3.** The ability to think critically and creatively about inter-relationships and integration of theoretical and empirical work in Psychology, their inter-relationships across multiple perspectives, their historic and scientific underpinnings, research methodologies and their application to relevant contemporary issues.
- 4.** The understanding and application of research design, statistical analysis, evaluation, and scientific report of findings.
- 5.** The active learning and transferable skills that are appropriate for a Psychology graduate.

- 11 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

**Knowledge and understanding**

Knowledge and understanding of:	Teaching, learning and assessment methods used:
<p><b>1a.</b> The GBC core syllabus topic areas in Psychology as stipulated by the British Psychological Society (BPS)/ Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement (2007/2010), and their empirical, theoretical and conceptual basis.</p>	<p>Knowledge and understanding of the core curriculum topic areas (as stipulated by the British Psychological Society [BPS]- Undergraduate Education Committee (UEC) and the Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement (2007/2010)) in Psychology, will be introduced taught and assessed in separate modules (six 15 credited single modules and one 30 credited double module). Knowledge and understanding of the empirical, theoretical and conceptual basis of the core area Historical and Conceptual Issues in Psychology [CHIP] and an examination of their empirical, theoretical and conceptual basis will be embedded across modules on this programme.</p> <p>The module Fundamentals in Biological Psychology; Fundamentals in Cognitive Psychology; Fundamentals in Developmental Psychology; Fundamentals in Social Psychology; Individual Differences, Psychology Research Project and Fundamentals in Research Methods and Statistics in Psychology, will each present the core curriculum topic areas in Psychology as specified by the BPS/UEC and QAA. The modules Fundamentals in Biological Psychology, Fundamentals in Cognitive Psychology, Fundamentals in Developmental Psychology, Fundamentals in Social Psychology and Individual Differences will each have the core curriculum topic area of Historical and Conceptual Issues [CHIP] embedded. Each of these modules will focus on the empirical, theoretical, conceptual and historical basis of each core area which is central to each module.</p> <p>Each module will begin with a detailed examination of the conceptual basis which will require a consideration of how the conceptual basis have evolved by examining key studies, theories and concepts of each topic area from historical chronological time periods to modern society. A detailed examination will involve how the conceptual basis of each core area and how these have contributed to defining the present core topic area and Psychology as a scientific discipline.</p>

	<p>Each module will also consider the key theoretical constructs and empirical studies which have contributed to and defined each of the core topic areas in their approach to scientific enquiry and cutting edge research.</p> <p>The empirical, theoretical and conceptual basis of each of the core topic areas in Social Psychology, Cognitive Psychology, Developmental Psychology, Individual Differences and Biological Psychology will be introduced in lead lectures via power point presentation and student-centred activities. Further understanding of the theoretical, conceptual and empirical work within each core area of Psychology will be examined in seminars sessions which will comprise of, videos, peer review articles, discussions, debates and quizzes. This will be further consolidated with material, activities and discussion blogs which will be supported by Moodle (VLE) and Mahara (VLE).</p> <p>Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Individual Differences, Fundamentals in Developmental Psychology and Fundamentals in Biological Psychology will assess the student on their knowledge and understanding of the conceptual, theoretical and empirical basis of each core area. This will be assessed by various assessments- Un-Seen Closed Book Exams, Reflective Patchwork Essay, Group Poster Presentation, Individual Synopsis, Cognitive Psychology Report, Social Psychology Report and a Social Psychology Essay.</p> <p>Knowledge and understanding of the core areas of qualitative research methods, quantitative research method and empirical research will be examined in the module- Fundamentals in Research Methods and Statistics in Psychology. Knowledge and understanding of quantitative and qualitative research methods will be introduced in lectures and further knowledge and understanding in this area will be facilitated in Psychology laboratory sessions, statistical workshops. Specialist software packages (SPSS/NVIVO), and a research methods workbook will further consolidate learning in the core area of quantitative and qualitative research methods. Knowledge and understanding of the core area of qualitative and quantitative research methods will be assessed via assessment point one- Qualitative Research Report [45% weighting, 1125 words] and stage two assessment- Un-Seen Open Book Exam [55% weighting]. The Psychology Research Project module will introduce the student in dissertation workshops to the key areas which underpin empirical research. One to one supervision, statistical</p>
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<p><b>1b.</b> The historical and scientific underpinnings of the discipline of Psychology and recognise how these underpinnings change across the core curriculum topic areas.</p>	<p>workshops, ethics workshops and data analysis workshops will further enhance knowledge and understanding of key skills and issues which underpin empirical research in Psychology. The student will be assessed via assessment point one- Research Proposal [20% weighting, 1,000 words] and assessment point two- Psychology Research Project [80%, 7,000 words].</p> <p>The modules- Fundamentals in Cognitive Psychology, Fundamentals in Biological Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology and Individual Differences, have the core area of Historical and Conceptual Issues embedded within each module. The first lecture in each module will begin with an overview of the historical origins of each core curriculum topic area. Further knowledge and understanding in this area will invite the student to appraise how each core area has evolved overtime, by a consideration of key studies and theoretical constructs which have contributed to the discipline of Psychology and scientific enquiry. Material will be introduced in lectures via power point presentation which will be supported by video material and question sessions. Seminar work will facilitate the student to discuss the contribution of key concepts, theories and empirical studies which have contributed to Psychology as a science. Students will be facilitated in discussion and debate about the limits of key theories and their contribution to scientific enquiry. An examination of peer review articles based on cutting edge research will invite the student to consider the level of scientific enquiry of contemporary Psychology. Assessments on this programme will require the student to appraise the contribution of different areas in Psychology when examining the historical and scientific underpinnings of Psychology as a whole.</p> <p>The module- Individual Differences will focus on the historical evolution of the different perspectives in Psychology and their contribution to scientific testing of personality and intelligence. The module Fundamentals in Research Methods and Statistics in Psychology will require the student to appraise the different methods of scientific enquiry that exist in Psychology from both a quantitative and qualitative standpoint.</p> <p>Students will be assessed via Psychology Practical Reports, Un-Seen Closed Book Exam, Essay, Reflective Patchwork Essay and an Empirical Project. These assessments will require the student to appraise theoretical constructs and empirical work from the different perspectives and core areas in Psychology which has evolved overtime and discuss how these contribute</p>
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<p><b>1c.</b> How the six core in Psychology can explain factors that influence the mind, brain, behaviour and experience, and of the complex interactions between these.</p>	<p>and are limited in scientific enquiry.</p> <p>Lectures will provide a framework where the historical and scientific underpinnings will be introduced which will be supported by power-point presentation, quizzes and student centred activities. Seminars, workshops and practical sessions will encourage the student to debate and construct arguments based on the appraisal of studies, empirical work, key arguments and different types of scientific enquiry where the student group will be required to make conclusive judgements based on their knowledge and understanding in this area. Peer review articles based on cutting edge research, will further supplement knowledge and understanding of the historical and scientific underpinnings of each core area in Psychology. Material and on-line booklets will further consolidate knowledge and understanding within this area. The module Fundamentals in Biological Psychology will assess the historical, scientific and conceptual underpinnings of biological psychology via assessment one- Group Poster Presentation [15 minutes] and individual synopsis [1,000 words] [40%].The module Individual Differences will assess the knowledge and understanding of the historical, conceptual and scientific basis of personality, intelligence and individual differences in the second assessment of the module- Un-seen Closed Book Exam [60% weighting].</p> <p>The modules Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Biological Psychology, Fundamentals in Developmental Psychology and Individual Differences will each examine how the core areas in Psychology explain factors that influence the mind, brain, behaviour and experience of humans and animals. The explanation of factors and the complex interactions between these will be examined by appraising key studies, empirical research and theoretical constructs.</p> <p>In the module Fundamentals in Developmental Psychology the area of genetics and environmental factors and their influence on the mind, brain, behaviour and experience will be considered across the lifespan - unborn child, childhood, adolescence and younger adulthood. The module Fundamentals in Social Psychology will focus on how the individual's mind, brain behaviour and experience are influenced by various social contexts.</p> <p>In the module Fundamentals in Biological Psychology the biological make-up of the individual will be considered with an examination of genetics, heredity</p>
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	<p>and environmental factors and their influence on various types of behaviours, functioning and experiences. Environmental experiences and their impact on behaviours such as drug taking will be looked at and considered in relation to the impact on behaviour, mind and the brain. Specific states of ill health such as Alzheimer's disease will be considered, and further examined in relation to how Alzheimer's impacts on the mind, brain and behaviour of the individual. The module Individual Differences will further look at the nature-nurture debate and how hereditary and environmental factors including life experiences influence individual functioning. The complex interaction of the mind, brain and behaviour will be further considered in this module, with a detailed consideration of twin studies. The module Fundamentals in Cognitive Psychology will further consider the cognitive factors which underpin the cognitive processes in the mind and brain and how these impact on memory, perception, attention and associated behaviours and experiences.</p> <p>Lectures will firstly introduce material with the use of power-point, case studies and video clips. Key empirical studies and research will further aid knowledge and understanding of the complex interaction between the mind, brain, behaviour and experiences of the individual. The student will be further encouraged to critically appraise each core area in Psychology when explaining these interactions and their limitations in seminar work which will be supplemented by peer review articles, quizzes and Moodle (VLE) on-line resources and blog work. Integral to the overall programme will be the application of the key constructs and research which reside in each core area in Psychology and their application in their explanation of factors which influence the mind, brain, behaviour and experience of the individual. Each module will also encourage the student to consider how each core area in Psychology gives rise to specialist areas which further elaborate on explanations of the mind, brain, behaviour and experience. Complex interactions of these factors will be explored in seminar work which will be supported by peer review articles and seminar debate.</p> <p>Accordingly, each assessment on the above mentioned modules will require the student to apply theoretical constructs and studies to the understanding of factors which explain mind, behaviour and experience of the individual and critically appraise the limitations of each core area in their explanations. This will be assessed by various assessments- Un-Seen Closed Book Exams, Essay, Reflective Patchwork Essay, Cognitive Psychology Report and Social Psychology Report.</p>
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<p><b>1d.</b> How the core and derived specialised areas contribute to the understanding of contemporary issues and those issues that are at the forefront of the discipline.</p>	<p>The modules Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, Fundamentals in Cognitive Psychology, Fundamentals in Biological Psychology and Individual Differences will each focus on how each of the core areas in Psychology have contributed to cutting edge research and current contemporary societal and health issues. The module Fundamentals in Social Psychology will focus on how Social Psychology and aligned specialist areas address current societal and social affairs. This will involve a look at studies and research via peer review articles as well as current “in-press” research. Students will also be encouraged to debate the limits of Social Psychology and appreciate how Social Psychology gives rise to specialist areas when addressing contemporary issues by looking at cutting edge research.</p> <p>The module Fundamentals in Cognitive Psychology will focus on recent advances in research which have and are currently addressing contemporary issues which focus on the functioning of the brain and associated cognitive processes in the health and medical fields. This module will involve the student to review peer review articles that are based on specialised areas [neuropsychology, neuro-imaging] which address current contemporary issues. The student will be required to read the peer review articles in preparation for seminar activities and Moodle (VLE) blog discussions. This will be supplemented with video case studies.</p> <p>The module Fundamentals in Biological Psychology will facilitate the student to examine recent advances in cutting edge research which focus on contemporary issues [i.e. genetic research] and appraise how research has contributed to advances in the health and medical fields. The student will become familiar with several specialised areas [i.e., behaviour genetics, molecular research, brain research] which are underpinned by Biological Psychology and further consider the impact on individual functioning. Students will also look at more recent developments in relation to contemporary society and legal and illegal drug taking. Specialist areas will be introduced in lectures and will be examined in detail in seminar work with peer review articles based on specialist areas derived which are underpinned by Biological Psychology. This will be supported with seminar debate, Moodle (VLE) blog work and video material.</p> <p>The module Developmental Psychology will look at advances in research</p>
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<p><b>1e.</b> The two core curriculum topic areas of research methods and the practical component stipulated by the British Psychological Society/Undergraduate Education Committee (UEC), and The Quality</p>	<p>that are underpinned by the core area of Developmental Psychology which address contemporary lifespan development issues. The student will in seminar work appraise the limits and contribution of Developmental Psychology to specialist areas. The patchwork essay assessment will require an appraisal of the application of these specialised areas to three lifespan development phases.</p> <p>The module Individual Differences will examine advances in research which address the explanation and testing of personality and intelligence. Seminar work will debate how the various perspectives in psychology have contributed and are limited in their contribution to specialist areas which address the explanation and testing of intelligence, personality and individual differences in contemporary society. This will be assessed in the second assessment point of the module- Un-Seen Closed Book Exam [60 % weighting].</p> <p>Much of the work will focus on research articles and on-going “in-press” research which will be presented in both lectures and examined and debated in detail during seminars. Practical work, the construction of test reports and student-centred activities and quizzes will further help knowledge and understanding of how the core areas of Psychology has contributed to recent explanations which explain contemporary societal, medical, lifespan, educational, work and health related issues. Students will be required to discuss derived specialist areas from core areas in Psychology which will be assessed in each summative assessment point - Reflective Patchwork Essay [100% Weighting] in the module Fundamentals in Developmental Psychology, Un-seen Closed Book Exams in the module Fundamentals in Cognitive Psychology [50% weighting] and Individual Differences [60% weighting], Essay [50% weighting, 1,250 words] and Social Psychology Report [50% weighting] in the module Fundamentals in Social Psychology, Group Poster Presentation [15 minutes] and individual synopsis [1,000 words] [40%] in the module Fundamentals in Biological Psychology and a Cognitive Psychology Report [50% weighting, 1,250 words] in the module Fundamentals in Cognitive Psychology. Material and website material will be housed on Moodle (VLE) which will include BPS reader’s digest and specialist journals.</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will examine quantitative and qualitative research methods that are employed in Psychology research enquiry. Data collection, statistical analysis, data</p>
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<p>Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2007/2010), which require, an examination of Quantitative and Qualitative Research Methods, data collection, statistical analysis, data analysis, measurement techniques, psychometrics and their appropriate application to research and practical laboratory work.</p>	<p>measurement techniques and psychometric tests will be considered. Peer review articles which have quantitative and qualitative methods of enquiry will support understanding in this area. Workshops and Psychology laboratory sessions will have student centred activities which look at data collection, statistical analysis and their application to quantitative and qualitative research. Seminar work and statistics workshops will require the student to consolidate learning in the research methods and statistics quantitative workbook. This will be supported by a data-analysis workbook which the student will be required to consolidate their learning which on data collection methods, data input, data analysis statistical tests. The module will be supported by NIVIO and SPSS software packages which will be used in the Psychology laboratory sessions and data analysis workshops. Practical laboratory sessions will help the student prepare for assessment point one- Qualitative Research Report [45 %weighting, 1,125 words] and assessment point two- Un-Seen Open Book Exam [55% weighting].</p> <p>The module, Psychology Research Project will facilitate the student to manage a quantitative or qualitative method of research enquiring. This will be supported by workshops which will look at ethical considerations, the dissertation process, data collection and analysis, statistical analysis, SPPS/NVIVO workshops and one to one supervisory sessions. These workshops will facilitate the student to apply knowledge and understanding of data collection, viable ethical research, data collection, data analysis, and discussion of results to the students own research. This will be assessed by stage one assessment point- research proposal [20%, 1,000 words] and stage two assessment- dissertation [80%, 7,000 words].</p> <p>The module Individual Differences will aid knowledge and understanding in this area by firstly introducing in lectures the areas of reliability, validity, factor analysis in psychometric testing. Psychology laboratory test work will facilitate the student to construct a Psychometric Test Report which will be supported by specialist software. This will be assessment point one- Psychometric Test Report [40% weighting, 1,000 words].</p> <p>The module Fundamentals in Social Psychology will in lectures provide examples of Social Psychology studies which are based on various research methods that are used in Social Psychology Research. This will be supported by peer review articles, power-point presentation and video studies. Seminar work will help the student to prepare an outline of a social psychology study</p>
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<p><b>1f.</b> The limits of psychology as a discipline and the application of cognate disciplines outside psychology which aid understanding of the Psychological and human organism as a whole and their social world.</p>	<p>which will include proposed data collection, statistical data analysis and interpretation of data. This will be assessed by assessment point one- Social Psychology Report [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Cognitive Psychology will in lectures introduce the student to Cognitive Psychology studies and the various research methods and design which underpin key studies in this area. Seminar work will involve data generation and interpretation derived from e-prime cognitive psychology experiment. This will be assessed by assessment item one- Cognitive Psychology Report [50% weighting, 1,250 words] where research design and quantitative data analyses will be presented and discussed in the format of a Psychology Report.</p> <p>The modules Fundamentals in Social Psychology, Fundamentals in Biological Psychology, Fundamentals in Cognitive Psychology, Fundamentals in Developmental Psychology and Individual Differences will in lectures identify contribution and limits of scientific enquiry in the explanation of psychological functioning and understanding the human organism and their functioning in the contemporary social world. Lectures will begin with an illustration of studies which have investigated such applications. Seminar and Moodle (VLE) blog work will widen debates and arguments in this area.</p> <p>The module Fundamentals in Social Psychology will invite the student to appraise the limits of Social Psychology to the explanation of psychological functioning of human organism as a whole and their social world. This will involve a consideration of explanations which have derived from cognate disciplines [sociology, anthropology and trans-cultural disciplines] which will be introduced in lectures and discussed in seminar and Moodle (VLE) discussion forum blogs which will be supported by peer review articles.</p> <p>The module Fundamentals in Cognitive Psychology will look at research and key studies which explain psychological cognitive functioning and the understanding of the organism as a whole. Lectures will introduce the student to cognate disciplines [clinical, physiological, molecular, neurobiology, genetic and biomedical] and perspectives in Psychology. Seminar work will be supported by peer review articles and current research. Seminar work will require the student to discuss and debate the contribution and limits of Psychology in their explanation with comparative arguments based on the examined cognate disciplines. Assessment point two- Un-Seen Closed Book Exam [50% weighting] which will assess the student on their knowledge and</p>
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<p><b>1g.</b> The role of brain functioning across multiple Psychological perspectives which aid in the understanding of individual behaviour, experience and psychological phenomena.</p>	<p>understanding in this area.</p> <p>The module Fundamentals in Biological Psychology will in lectures introduce empirical studies and findings from this core area, which explains psychological functioning of the individual human organism as a whole and their functioning in the social world. Students will be facilitated in seminar work to consider the limits of biological psychology in their explanation and contribution to scientific enquiry by considering comparative cognate disciplines in the area of medicine, genetic research, molecular research and physiology. Further discussion will be extended on Moodle (VLE) forum blogs. Assessment point two- Un-Seen Closed Book Exam [60% Weighting] will assess this area.</p> <p>The modules Fundamentals in Biological Psychology, Fundamentals in Developmental Psychology, Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology and Individual Differences will consider how each of the core areas incorporate and explain the role of brain functioning in key research, studies and theoretical concepts which contribute to the understanding of individual behaviour, experience and psychological phenomena.</p> <p>The module Fundamentals in Biological Psychology will in lectures provide a detailed examination in lectures of the role and processes of brain functioning and underlying mechanisms which support brain functioning which explains individual behaviour, experience and psychological phenomena. Psychology practical work will provide an opportunity for the student to examine brain structures. Seminar work will support debates and group structured arguments based on studies and research in Biological Psychology which investigate the role of brain functioning and their explanation of individual thinking, behaviour, functioning and psychological phenomena. This will be supported by an examination of peer review articles, quizzes and short question and answer sessions. This will be assessed in assessment item two- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Fundamentals in Cognitive Psychology will in lectures illustrate studies and research in Cognitive Psychology which investigate the role of brain functioning and cognitive processes and their impact on individual thinking, behaviour and psychological functioning. Seminar work will require</p>
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<p><b>1h.</b> How the main areas of Psychology have developed integrated and contributed to the growth of specialised areas which are underpinned by Psychology, and recognise their intra-disciplinary boundaries and divisions.</p>	<p>the student to examine peer review articles based in this area which will be further supported by Moodle (VLE) work. This area will be assessed in assessment item one- Cognitive Psychology Report [50% weighting, 1,250 words] and assessment item two- Un-Seen Closed Book Exam [50% weighting].</p> <p>The module Fundamentals in Social Psychology will further expand on the role of brain functioning by looking at social factors which explain the functioning of the brain and the mind. , This will be introduced in lectures with an outline of studies and peer review articles which identify the role of brain functioning in their explanation of the individual in social contexts and their impact on thinking, feeling, behaviour and psychological phenomena. Theories and studies will be further considered in seminar and Moodle (VLE) blog work. Assessment item two- Essay [50% weighting, 1,250 words] will assess this area where the student will be required to critically discuss the role of brain functioning in Social Psychology theories and studies.</p> <p>The module Fundamentals in Developmental Psychology will in lectures introduce theories and studies which stem from Developmental Psychology which investigate the role of brain functioning and their explanation of individual thinking, functioning, behaviour and psychological phenomena across the lifespan. Seminar work will be based on research, key studies and theoretical constructs which have contributed to explanations in this area. This will be supported by seminar question and answer sessions, case studies and videos which identify the role of brain functioning across various lifespan phases. Knowledge and understanding in this area will be assessed in the Reflective Patchwork Essay [100%, 2,500 words].</p> <p>The module Individual Differences will in lectures demonstrate to the student the role of brain functioning in theories and studies which explain individual thinking, functioning, behaviour and psychological phenomena in the areas of intelligence, personality and individual differences. Seminar work will involve quizzes, a critical on-line learning tool and debate. This area will be assessed in assessment point two- Un-Seen Closed Book Exam [60% weighting].</p> <p>The modules Fundamentals in Social Psychology, Fundamentals in Cognitive Psychology, Fundamentals in Biological Psychology, Fundamentals in Developmental Psychology and Individual Differences will consider how core</p>
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	<p>areas in Psychology have developed and evolved. Part of this examination will involve an appreciation of how each of the core areas branch out and have contributed to specialised areas. Recognition will also be given to how each of the core areas merge with “other” core areas in Psychology as well as an appreciation of disciplines which sit outside the discipline of Psychology. This will involve a consideration of Psychology and recognition of each core area and their intra-disciplinary boundaries and divisions.</p> <p>In the module Fundamentals in Cognitive Psychology, lectures will introduce the student to the specialised areas of Cognitive neuropsychology. Recognition of the intra-disciplinary boundaries and divisions in the application to the health and medical fields [i.e., perception, Alzheimer’s, sensation and memory] will be considered in this area. Seminars will invite the student to further debate the intra-disciplinary boundaries and divisions of Cognitive Psychology. Moodle (VLE) work, seminar discussion and quizzes will further enhance knowledge and understanding in this area which will be underpinned by peer review articles based on specialised areas which are underpinned by cognitive psychology [i.e, cognitive neuropsychology, cognitive science]. This will be assessed in assessment item two- Un-Seen Closed Book Exam [50% weighting].</p> <p>In the module Fundamentals in Developmental Psychology lectures will introduce the student to how Developmental Psychology has evolved overtime and contributed to specialised areas which explain lifespan development issues. This will be supported by seminar work which will require the student to reflect on and discuss research that is based on specialised areas and the perspective of Social Psychology which are underpinned by the core area of biological psychology. Intra-disciplinary boundaries and divisions will be considered when formulating comparative arguments in seminar work [i.e., genetic research, neuro-biology, animal research and research which resides in the medical and health fields]. Seminars will be used to debate the application and place of Developmental Psychology in its contribution to specialised areas with particular relevance to areas the topic areas of the development of the unborn child, foetal development and adolescent developmental issues. This will be supported by peer review articles and video case studies. Further material will be placed on Moodle (VLE) which will provide the student with access to research based on specialised areas which are underpinned by Developmental Psychology. This area will be assessed by the Reflective Patchwork Essay [100%</p>
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<p>1i. The historical exploration of studies, research methodologies, paradigms and key concepts across the five core topic areas and their consequential implications to scientific enquiry and moral, ethical, social and political debate.</p>	<p>weighting, 2,500 words].</p> <p>The module Fundamentals in Biological Psychology will look introduce in lectures the origins and evolvement of this core area in Psychology. This will involve an examination of areas which have branched out from Biological Psychology and which have merged with other core areas in Psychology i.e., Cognitive Psychology, Developmental Psychology and Individual Differences. A consideration of how Biological Psychology has contributed to specialised areas such as biological research, neurobiology, neuropsychology, genetic research and physiology will be considered. The limits and contribution of Biological Psychology to the medical field will be supported by student centred activities during seminar sessions. Peer review articles based on specialised areas and video case studies will be placed on Moodle (VLE). This will be assessed by assessment point two- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Individual Differences is a core area which is supported by various perspectives in Psychology and specialised applied areas. Throughout this module the student will be invited to consider in how each of the perspectives and core areas in Psychology merge and underpin specialised areas which explain individual differences. Assessment two for this module- Un-Seen Closed Book Exam [60% weighting] will require the student to demonstrate knowledge and understanding of the specialised areas which have contributed to the understanding and testing of personality, intelligence and motivation. An on-line critique booklet will help the student further enhance their understanding of the specialist areas and the various perspectives in Psychology which are applied to the areas of personality. Intelligence and individual differences.</p> <p>In the module Fundamentals in Biological Psychology, models, paradigms and key concepts which have arisen from research in this area will be considered in seminar work and debate. Biological psychology will be considered with other areas which have formed specialist areas when addressing contemporary medical and health issues and their implications for scientific research and moral, ethical and political; debates will be considered. This will be assessed in assessment item one- Group Poster Presentation [15 minutes] and individual synopsis [1,000 words] 40%.</p> <p>In the module Fundamentals in Social Psychology, paradigms, concepts and</p>
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<p><b>1j.</b> The ethical guidelines prescribed by specialised and academic institutional</p>	<p>models which have evolved overtime and their implication for political, ethical and social implications when understanding the social being will be considered in seminar work and debate. The student will be invited to consider the various methodologies in this area and how this perspective has contributed to the notion of science. This will be assessed in summative assessment item one- Social Psychology Report [1,250 words, 50%] and assessment item two- Essay [1,250 words, 50%].</p> <p>In the module Fundamentals in Cognitive Psychology, a comparison of the historical paradigms and models which have evolved in the area of cognitive psychology will be considered as well as the ethical, social and political implications of key research in this area. Specific consideration will be given to how this area merges with other areas in psychology and disciplines outside psychology when addressing contemporary issues with scientific research. Discussion will be facilitated in seminar work and debate. This will be assessed in assessment item two- Un-seen Closed Book Exam [1,250 words, 50%].</p> <p>In the module Fundamentals in Developmental Psychology, the conceptual understanding of issues which address developmental issues that have changed and evolved overtime and have contributed to the study of psychology as a science, political and ethical issues and integration of this area to other areas in psychology and disciplines which sit outside psychology will be facilitated in seminar debate. This will be assessed in the Reflective Patchwork Essay [100%, 2,500 words].</p> <p>In the module Individual Differences, the conceptual issues which have arisen across a historical timeline which have addressed intelligence testing, psychometric assessments and the assessment of personality and intelligence and their contribution to scientific enquiry will be considered in seminars. Further consideration will be given to ethical, political and social implications which have arisen over time when testing and assessing intelligence, personality and individual differences and the historical paradigms and specialised areas which have emerged from this area will be considered in debate and discussion. This will be assessed in item two- Un-seen Closed Book Exam [60%, 90 minutes].</p> <p>Ethical considerations stipulated by the British Psychological Society, Helsinki</p>
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	<p>areas of work in the health sector i.e., (IAPT) High Intensity Psychological Therapies, education sector i.e, teaching and research, business sector i.e., human resources and other sectors of employment. Emphasis will be placed on how the GBC qualification equips the student with the relevant skills and competencies for prospective employers. This supports the embedded approach taken on this programme for Personal Development Planning (PDP). Information will be consolidated in the Psychology E-Portfolio.</p>
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## Skills and other attributes

<p><b>2.Intellectual / cognitive skills:</b></p> <p><b>2a.</b> Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</p>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>Each module on the programme will require the student to critically assess, analyse and make sound judgments about key arguments in Psychology. Lectures will outline critical arguments for each core area in Psychology which will be supported by scientific evidence from empirical studies and research. The student will be facilitated in seminar work to extend critical discussion and make sound judgments which is supported by evidence. The following assessments on this programme will require the appraisal of evidence which is constructed as key arguments in Psychology. This will be assessed by Un-Seen Closed Book Exams, Reflective Patchwork Essay, Essay, Cognitive Psychology Report, Social Psychology Report and the Dissertation.</p> <p>Scientific reasoning will be facilitated in the module Fundamentals in Research Methods and Statistics in Psychology which will be supported by laboratory workshops where the student will be facilitated on how evidence to provide qualitative data which is presented in a scientific format. This will be assessed by the first assessment point- Qualitative Research Report [45% weighting, 1,125 words]. This will be further assessed in the module- Psychology Research Project which will require the student to reason scientifically with the analysis, presentation and discussion of collated data. Discussion will require critical judgements being made about arguments in psychology which are relevant to the chosen research area and analysed data which will be assessed by stage two assessment- Dissertation [80%, 7,000 words].</p>
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	<p>The module Individual Differences facilitate the student to complete an on-line critical tool booklet in seminar work which will act as preparation for critical discussion. Key perspectives and arguments in Psychology which explain individual differences will be outlined in lectures. This will require the student to understand the role of evidence in the area of individual differences and make critical judgements about arguments from the different perspectives in Psychology which explain and assess personality, intelligence and individual differences. Critical discussion in this area will be assessed by assessment item two- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Fundamentals in Developmental Psychology will assess the student on their critical appraisal and understanding of key studies, research and theories as evidence when constructing critical arguments which explain various lifespan developmental phases. Seminar work and the reflective on-line diary will help the student to formulate critically discussion with comparative perspectives in Psychology and evidence from key studies and research in the area of Developmental Psychology. The outline of differing perspectives and arguments in Psychology will be introduced in lectures and then debated in seminar class with quizzes, critical discussion based on peer review articles and recent research, video case studies. This will be assessed throughout in the Reflective Patchwork Essay [100%, 2,500 words] where the student will be expected to make sound conclusions based on critical arguments and evidence.</p> <p>The module Fundamentals in Cognitive Psychology will introduce key arguments and scientific enquiry in the area of Cognitive Psychology in lectures. This will be supplemented by peer review articles which outline key arguments and apply Cognitive Psychology to the health and medical field. Seminar debate will further consolidate critical thought and prepare the student for the second assessment point- Un-Seen Closed Book Exam [50% weighting] where the student will be required to make critical judgments based on the various perspectives which are aligned to the area of Cognitive Psychology for three cognitive psychology topic areas. Assessment item one on this module will require the student to construct a Cognitive Psychology Report [50% weighting, 1,250 words] which will assess the student on reasoning scientifically by supporting data produced from the cognitive psychology e-prime experiment. Critical arguments which support the presented data will be presented in the discussion section.</p>
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<p><b>2b.</b> Adopt and integrate multiple perspectives and systematically analyse the relationships between them.</p>	<p>The module Fundamentals in Biological Psychology will in lectures introduce key arguments in the area of Biological Psychology. Seminar work will facilitate the student to further critically appraise key arguments in Biological Psychology which will be based on peer review articles and video case studies. This will be assessed in assessment point two- Un-Seen Closed Book Exam [60% weighting] which will require the student to appraise the contribution and limitations of Biological Psychology when explaining mental illness, two lifespan phases and one drug induced state. The student will be required to make sound critical judgements and arguments which are supported by key studies and empirical research.</p> <p>The module Fundamentals in Social Psychology will outline key arguments and scientific enquiry which reside in the area of Social Psychology. Seminar work will facilitate the student to critically discuss key arguments and scientific argument with supporting evidence which explain the thinking, functioning, behaviour and experience of the individual in the social world. Seminar work will facilitate the student to formulate critical discussion and arguments with comparative perspectives in Psychology. This will be assessed by assessment point two- Essay [50% weighting, 1,250 words] which will require the student to critically appraise and make sound critical judgments based on the limitation and contribution of Social Psychology to the social functioning of the individual to one topic area in Social Psychology.</p> <p>The module Fundamentals in Social Psychology will in seminar work require the student to appraise Social Psychology and their inter-relationships across multiple Psychology perspectives and other social science disciplines. This will require the student to adopt and integrate multiple perspectives in Psychology as well as other social science disciplines when evaluating the overall perspective of Social Psychology which will be formulated as critical seminar debate and Moodle (VLE) forum discussion. This will be assessed by assessment point two- Essay [50% weighting, 1,250 words], where the student will be required to critically discuss and analyse the application of Social Psychology as well as identify the limits of this perspective. This will require an analysis of Social Psychology and relations with other perspectives in Psychology and other social science disciplines [i.e., sociology, anthropology] when explaining wider contemporary societal issues. Seminar debates will be underpinned by video case studies and empirical studies which will be supported by peer reviewed articles. Further material</p>
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	<p>will be placed on Moodle (VLE) where on-line blogs will be available to further enhance critical debate within this area.</p> <p>The module Fundamentals in Developmental Psychology will require the student to think creatively and critically about inter-relationships and integration of theoretical and empirical work across multiple perspectives. This will require the student to critically analyse the explanation, contribution and limits of Development Psychology when explaining lifespan developmental issues. Analysis in seminar work will require the examination of relationships between the core area of Developmental Psychology with perspectives in Biological Psychology, Cognitive Psychology and Social Psychology as well as disciplines outside the area of Psychology which explain lifespan developmental issues. This module will require the student to appraise research methodologies in Developmental Psychology and discuss their inter-relatedness across multiple perspectives. This will be assessed in the Reflective Patchwork Essay [100% weighting, 2,500 words].</p> <p>Critical discussion will be the central focus in seminars and on-line blogs for the module Fundamentals in Developmental Psychology which will be underpinned by peer review articles and on-line discussion blogs on Moodle (VLE). Critical discussion and analysis of Developmental Psychology and relationships with other perspectives in Psychology will also be assessed in the Reflective Patchwork Essay [100% weighting, 2,500 words] where the student will be required to discuss the limits and contribution of Developmental Psychology to one's own chosen lifespan issue and two other lifespan issues. Critical discussion will centre on how Developmental Psychology is limited in explanation and how this core area is complimented and or how other perspectives are better placed in explanation of lifespan developmental issues. This will be supported by reflective seminar work, quizzes, Moodle (VLE) exercises and the reflective on-line diary housed on Mahara (VLE).</p> <p>The module Fundamentals in Cognitive Psychology will require the student to critically discuss how Cognitive Psychology has contributed to scientific research which has contributed to discipline of Psychology and specialist areas (neuropsychology and neuro-imaging). Limits of Cognitive Psychology will be critically explored and the analysis of inter-relations with other perspectives in Psychology- Biological Psychology and Psychodynamic perspectives will be considered when looking at brain and mental processes.</p>
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<p><b>2c.</b> Detecting patterns in behaviour and experience, and the ability to evaluate their significance in light of various Psychological perspectives.</p>	<p>The student will be facilitated to critically debate the application of research, theories and studies in cognitive psychology and assess their limits in relation to disciplines in the areas of the health and medical field. This area will be assessed in assessment point two- Un-Seen Closed Book Exam [50% weighting]. Critical discussion will be presented in lectures and further consolidation of critical debate will take place in seminars and on-line blogs on Moodle (VLE). Exam preparation workshops will help the student to consolidate critical arguments for summative assessment points.</p> <p>The module Fundamentals in Biological Psychology will require the student to consider this core perspective and its inter-relatedness with other core areas in psychology [cognitive psychology and developmental psychology] as and other disciplines [physiology, neurophysiology, socio-biology evolutionary psychology and neuropsychology] when understanding contemporary health, and medical issue. The module will be underpinned by a critical on-line tool booklet which will consolidate seminar critical discussion and debate which will be underpinned by peer review articles that address issues in the health and medical field. The student will be Un-Seen Closed Book Exam [60% weighting] where a comparative analysis of Biological Psychology will be discussed.</p> <p>The module Individual Differences will require the student to examine and appraise the various perspectives in Psychology which explain intelligence, Personality and Individual Differences. The module will invite the student to critically appraise the inter-relatedness of the biological psychology, humanistic psychology, social learning theory, Psychodynamic perspectives and their associated methodologies when investigating individual differences. The module will require the student to critically debate in seminar class and consolidate critical arguments via an on-line critical tool booklet which will be housed on Moodle (VLE). The student will be assessed on their understanding and appraisal of the area of Individual Differences and the inter-relatedness of the different perspectives in Psychology in assessment point two- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, Fundamentals in Biological Psychology, and Individual Differences will require the student to critically examine via debate and make conclusive judgments for presented Psychological perspectives in their explanation of detecting patterns in</p>
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<p><b>2d.</b> The application of the core areas and perspectives in Psychology to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning.</p>	<p>behaviour and experience. This will be supported by an on-line critical booklet in the module Individual Differences. This will guide the student to consolidate evaluations of detecting patterns in behaviour and experience that have been debated and concluded in seminar work for the modules Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, and Fundamentals in Biological Psychology.</p> <p>The module Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, Fundamentals in Biological Psychology, and Individual Differences will critically examine the application of core areas and main perspectives in psychology to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning. Material will be introduced in lectures which will be supported by empirical work, key studies and research which examine the application of each core area and critically appraise these with aligned perspectives in psychology. Peer review articles will underpin seminar work which will facilitate the student to critically appraise the application of cognitive psychology, social psychology, biological psychology, developmental psychology and perspectives such as psychodynamic, humanistic and social learning in psychology to human thinking, functioning and behaviour. Each module has a module aim which requires a critical appraisal of the application of main perspectives and core areas to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning. This will be supported by an on-line critical tool booklet which will consolidate critical analysis that has taken place during seminar work. Video case studies, peer review articles, case studies and practical work will further enhance critical thinking when applying the core areas and main perspectives in Psychology to patterns in behaviour, psychological functioning, thinking and brain functioning.</p> <p>In the module Fundamentals in Cognitive Psychology the student will be required to apply theories and studies derived from the core area of Cognitive Psychology to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning. This will involve critical application to the areas of attention, performance, perception, visual disorders, learning, memory, forgetting, thinking, decision-making, problem solving, reasoning, language and language disorders. Brain functioning will be examined in relation to these areas. Students will be assessed by assessment item one-Cognitive Psychology Report [50% weighting, 1,250 words] where the</p>
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	<p>student will be required to apply theory and concepts from cognitive psychology to the explanation of data generated from a cognitive psychology e-prime experiment. The student will be required to critically appraise the application of Cognitive Psychology to the explanation of patterns in behaviour, psychological functioning think and brain functioning in the discussion section of the report. Students will be further assessed on the application of Cognitive psychology in the explanation of patterns in behaviour, psychological functioning, thinking behaviour and brain functioning by stage two assessment- Un-Seen Closed Book Exam [50% weighting].</p> <p>The module Fundamentals in Biological Psychology will critically explore the application of Biological Psychology to the explanations of patterns in behaviour, psychological functioning, thinking and brain functioning by drawing comparative arguments which are supported by the areas of evolutionary psychology, comparative psychology, animal cognition, hormones and socio-biology when understanding issues centred around adolescence, menopause, behavioural genetics, sleep, motivation, emotion, stress, pain, schizophrenia and drug taking behaviour. Brain functioning will be examined in detail and examined in relation to the above topic areas which will be considered from the biological perspective and neuropsychology perspectives. Brain models will also be examined during practical psychology sessions. Material will be introduced in lectures and consideration of the application of biological psychology will be critically appraised in seminar work. This will be supported by peer review articles which focus on the application of biological psychology to the contemporary health and medical fields. Video case studies which specifically focus on the application of psychology to the above mentioned topic areas will supplement critical discussion. The student will be assessed on the application of Biological Psychology in the role of brain functioning and the applications of Biological Psychology to contemporary medical and health issues will be assessed by assessment point two- Un-Seen Closed Book Exam [60% weighting].</p> <p>In the module Fundamentals in Developmental Psychology, the student will be introduced in lectures to the application of Developmental Psychology to the explanations of patterns in behaviour, psychological functioning, thinking and brain functioning by examining lifespan issues- unborn child development, infancy, developments across the lifespan, social relations, cognitive and language development. The student will be encouraged in seminars to critically appraise the application of Developmental Psychology</p>
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	<p>within the context of lifespan development phases; one's own life and contemporary individual family and community life's. This will be facilitated with video case studies, debates, video case studies, Moodle (VLE) discussion blogs and peer review articles. The student will be assessed on the critical appraisal of the application of Developmental Psychology to individual functioning, thinking, behaviour, experience and brain functioning by the Reflective Patchwork Essay [100 weighting, 2,500 words].</p> <p>The module Fundamentals in Social Psychology will introduce the student to the application of Social Psychology to individual experience, thinking, feeling, behaviour and brain functioning in lectures by outlining applications to the topic areas of attitudes, group processes, social cognition, attribution, inter-group relations and close relationships. The student will be required in seminar work to critically appraise the application to social psychology in their explanation of individual thinking, experience, feeling behaviour and brain functioning when applying theoretical constructs and key studies to contemporary social contexts. Key to the examination of the application of Social Psychology will be to appraise how research and studies in this area contribute and are limited in their explanation of the individual in social contexts. Seminars will be underpinned by peer review articles, video studies, critical debate and discussion on the forum blog which will be supported by Moodle (VLE). Students will be assessed on the critical application of Social Psychology to individual experience, thinking, functioning, behaviour and experience by assessment point one- Social Psychology Report [50% weighting, 1,250 words]. This report will require the student to apply social psychology to one chosen area which explains individual thinking, experience, behaviour and functioning. Assessment point two- Essay [50% weighting, 1,250 words] will assess the student on the critical appraisal of the application of Social Psychology with a full critical discussion.</p> <p>The module Individual Differences will introduce the student to both perspectives and core areas in psychology and their explanation of individuals differences in the areas of intelligence, personality, motivation, and emotion with specific reference to how the various psychological perspectives explain individual thinking, feeling, functioning, behaviour and brain functioning. Genetic perspectives, biological explanations and those perspectives which focus on social and environmental factors which explain individual differences, personality and intelligence will be introduced in lectures. Seminars will require the student to consider the application of the</p>
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<p><b>2e. Pose, formulate and critique research questions.</b></p>	<p>differing perspectives in Psychology to the explanation of Individual Differences and their impact on experience, thinking, feeling and behaviour via debate, peer review articles, video case examples and quizzes, The student will be required to consolidate critical thought in the critical on-line tool booklet which will be housed on Moodle (VLE). The student will be assessed by assessment point two- Un-Seen Closed Book [60% weighting].</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will introduce the student in lectures to the formulation, enquiry and critique of research questions. This will be outlined in lectures and supported by research articles and research which academic staff will be currently involved in. Workshops will require the student to pose, formulate and critique research questions with set exercises and quizzes. Assessment point one- Qualitative Data Report [45% weighting, 1,125 words] will require the student to formulate a hypothesis. Assessment point two-Open Book Un-seen Exam [55% weighting] will require the student to formulate hypothesis and critique research questions.</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will require the student to identify current research and potential gaps which will lead to identifying a research gap and formulating a research question. Justification for the current research question will be justified with a critique of research questions which have been identified in previous research. Dissertation workshops will facilitate the student to identify a gap in research and formulate a research question. One to one supervision will begin to prepare the student for stage one assessment- Psychology Research Proposal [20% weighting, 1,000 words] which will require the formulation of a research question which is underpinned by a critical appraisal of the current research area and the formulation of questions and rationale for the intended research.</p>
<p><b>2f. Demonstrate competence in research skills through practical activities.</b></p>	<p>Competence in research skills through practical activities are facilitated and assessed across the programme. In the module Individual Differences the student will be facilitated in practical laboratory sessions which will focus on practical skills when constructing a Psychometric Test Report. This will be assessed in the first assessment point- Psychometric Test Report [40% weighting, 1,125 words].</p>

<p><b>2g. Generate and explore hypothesis and research questions.</b></p>	<p>In the module Fundamentals in Social Psychology, the student will in seminar work construct a Social Psychology Report. The student will be assessed by the first assessment point for this module- Social Psychology Report [50% weighting, 1,250 words] where the proposed Social Psychology research study will be written in the format of a Psychology report.</p> <p>In the module Fundamentals in Cognitive Psychology, the student will be required to participate in a Cognitive Psychology e-prime experiment in a Psychology laboratory workshop. Data generated from the Cognitive Psychology e-prime experiment will be analysed in a statistical workshop using SPSS. The student will be assessed by the first assessment point- Cognitive Psychology Report [50% weighting, 1,250 words] which will require the student to present and discuss findings in the format of a Psychology report.</p> <p>In the module Fundamentals in Research Methods and Statistics in Psychology, the student will be introduced to the process of conducting and presenting findings from qualitative research. In practical workshops the student will be facilitated in the formulation of a qualitative research question, data gathering and analysis which will be supported by the software package NVIVO. The student will be assessed by the first assessment point- Qualitative Data Report [40%, 1,125 words].</p> <p>In the module Psychology Research Project, the student will be facilitated in Psychology dissertation workshops and one to one dissertation supervision to formulate a research question, gather data, analyse and discuss findings. The research conducted through practical work will be assessed by assessment point two- Dissertation [80%, 7,000 words] which will require the student to present findings from practical research work in a format that is required to report research findings.</p> <p>The module Psychological Research Methods and Statistics will in lectures introduce the student to the generation and exploration of hypothesis's and research questions which are central to research enquiries. Research workshops will facilitate the student in generating a hypothesis for qualitative research enquiry which will underpin stage one assessment for this module- Qualitative Research Report. Stage two assessment- un-seen open book</p>
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<p><b>2h.</b> Integrate the main perspective in Psychology with a consideration of applications to specialised areas in Psychology as well as addressing contemporary issues and problems.</p>	<p>exam – will assess the student on their understanding of accurate research hypotheses for both quantitative and qualitative research.</p> <p>The module Psychology Research Project will facilitate the student in Psychology research proposal workshops and one to one dissertation supervision meetings to pose research questions and formulate these into research hypothesis(s) which are workable for intended research. This will be assessed via stage one Research Proposal [20% weighting, 1,000 words] and stage two- Dissertation [80%, dissertation].</p> <p>The module Fundamentals on Cognitive Psychology will facilitate the student via seminar work and psychology practical workshops to generate a hypothesis for the psychology e-prime experiment which the student has participated in during a Psychology Laboratory session. Further workshops will facilitate the student to generate a hypothesis which will provide a framework to explore and discuss the generated data from the e-prime Cognitive Psychology experiment. This will be assessed by the first assessment point- Cognitive Psychology Report [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Social Psychology will in lectures introduce how to explore research and formulate a hypothesis which is feasible for Social; Psychology research. Seminar work will facilitate the student to prepare a proposed research question and formulate this into a workable hypothesis. This will be supplemented by peer review articles as examples. The student will be assessed on the formulation and exploration of an intended hypothesis for Social Psychology research which will be assessed by the first assessment point- Social Psychology Report [50% weighting, 1,250 words].</p> <p>In the module Individual Differences, lectures will introduce the main perspectives in Psychology which merge and are applied to the areas of Individual Differences in contemporary society and their application to psychometric testing, personality assessment and intelligence testing. Seminar work will facilitate the student to appraise the various specialised areas which address Individual Differences in contemporary society and critically identify the main Psychological perspectives which underpin these explanations, applications and assessment. This will be supported by peer review articles and studies which are aligned to specialist areas that have</p>
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	<p>merged from the main perspectives in Psychology and specialised areas. The student will be assessed by the second assessment point- Un-Seen Closed Book Exam [60% weighting].</p> <p>In the module Fundamentals in Cognitive Psychology, lectures will introduce the area of Cognitive Psychology and how this area contributes to addressing contemporary issues in the medical and health fields. The student will be required to prepare for seminar work with peer review articles which will be based on specialised areas such as cognitive neuropsychology, advances in cognitive biological explanations, neuro-imaging which have been supported by the contribution of cognitive psychology. Seminar work will require the student to critically debate the contribution of Cognitive Psychology and derived specialised areas from this core area and their contribution and limitations to addressing contemporary issues and problems in the health and medical fields. The second assessment point for this module- Un-Seen Closed Book Exam [50% weighting] will require the student to appraise specialised areas to contemporary issues and problems by identifying the specialised areas with supportive evidence and critically discuss how cognitive psychology and other areas in Psychology have contributed to applications in this area.</p> <p>The module Fundamentals in Social Psychology will in lectures introduce the core area of Social Psychology and aligned perspectives in Psychology which together have contributed to specialised areas that have contributed to the explanation of societal and social contemporary issues and problems. Critical debate in seminars will require the student to appraise peer review articles which are underpinned by Social Psychology. Debate will centre on the appraisal of the contribution and limitations of the application of Social Psychology to contemporary social issues and societal problems. The student will be assessed by the second assessment point [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Developmental Psychology will introduce the student to the various specialised areas which derive from Developmental Psychology. Seminar work will facilitate the student to appraise peer review articles based on contemporary lifespan developmental issues. The student will be required to discuss comparative perspectives in Psychology and specialised areas which are underpinned by Developmental Psychology and assess contribution to the understanding of genetics, biogenetics and lifespan</p>
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<p><b>2i. Skills of scientific writing and presenting results</b></p>	<p>developmental issues. This area will be assessed by the Reflective Patchwork Essay [100% weighting, 2,500 words].</p> <p>The module Fundamentals in Biological Psychology will introduce the student in lectures to specialised areas which have derived from the area of Biological Psychology and specialised areas which Biological Psychology has contributed to. Perspectives in psychology will also be identified in seminar work which will focus on debates that are based on the application to contemporary problems and issues in the area of the health and medical field. This will be supported by peer review articles. The student will be assessed by the second assessment point- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will in lectures introduce the skills of scientific writing and presenting findings derived from Psychology research. Lectures will also demonstrate how to construct a psychology research report, present findings and analysis in a scientific format. Seminar and practical laboratory work will require the student to work through a research methods and statistics workbook which will focus on data presentation, inferential and descriptive statistics. Students will be assessed by the second assessment point for this module – Un-Seen Open Book Exam [55% weighting]. The first assessment point on this module will require the student to produce a Qualitative Data Report [45% weighting, 1,125 words] which will assess the student on scientific writing, presentation and analysis of data derived from qualitative research. Practical sessions will help student prepare for this report. Peer review qualitative articles will demonstrate to the student the required skills of scientific writing and presenting data derived from both quantitative and qualitative research enquiries. The presentation of results will be supported throughout his module with SPSS and NVIVO specialist software.</p> <p>The module Fundamentals in Cognitive Psychology will facilitate the student in practical laboratory sessions to prepare a Cognitive Psychology report. The student will be assessed by assessment point one- Cognitive Psychology Report [50% weighting, 1,250 words] where results generated from a Cognitive Psychology e-prime experiment will be presented in a scientific format. The overall construction of the report will require the student to discuss and present results with an introduction, method and results section.</p>
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<p><b>2j.</b> The ability to review and critically evaluate empirical evidence using a range of techniques.</p>	<p>The module Fundamentals in Social Psychology will facilitate the student in seminar work to prepare a Social Psychology report. The student will be assessed by the first assessment point- Social Psychology Report [50%, 1,250 words] which will assess scientific writing and presentation of results for an intended Social Psychology study.</p> <p>The module Individual Differences will facilitate the student in practical laboratory sessions to prepare for a Psychometric Test report which will incorporate discussion based on validity and reliability issues. The student will be assessed by the first assessment point- Psychometric Test Report [40% weighting, 1,000 words], which will assess the presentation of results derived from the construction of a psychometric test which will be presented in a scientific format. The Psychometric test will be administered to a small group of participants.</p> <p>The Psychology Research Project module will facilitate the student in dissertation workshops, practical laboratory sessions, and statistics workshops to present data and discuss findings in a scientific format. This will be assessed by the second assessment point- Dissertation [80% weighting, 7,000 words] which will require the student to present results and discuss findings in a scientific format. The dissertation will be constructed in the following sections introduction, abstract, methods, results, discussion, conclusion and reference section.</p> <p>The module Psychology Research Project, will in workshops introduce the various techniques that are available to conduct a literature review. Workshops will further facilitate skills in conducting a critical literature review which will be supported by library search workshops and one-to-one library consultations. The ability to review and critically evaluate empirical evidence using a range of techniques will be assessed by the second assessment point- Dissertation [80% weighting, 7,000 words].</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will in lectures identify the various techniques that are available for the critical review of empirical evidence for both quantitative and qualitative research. Various workshops and Psychology Laboratory sessions will further consolidate learning with set activities. This will be assessed by the second</p>
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	<p>British Psychology Society Website will be made available on Moodle (VLE). The student will be required to record each assessment stage that the student has successfully passed in the Psychology e-portfolio [non-assessed].</p> <p>Each module on this programme has two stages of assessments. Each assessment on this programme is mapped against the GBC curriculum which has been stipulated by the British Psychological Society (BPS)/ Undergraduate Education Committee (UEC). This will be assessed by a mixture of assessments- Un-Seen Closed Book Exams, Un-Seen Open Book Exam, Reflective Patchwork Essay, Cognitive Psychology Report, Social Psychology Report, Essay, Qualitative Data Report, Poster Presentation, Research Proposal and Dissertation.</p>
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<p><b>Practical, research and independent learning skills:</b></p> <p><b>3a.</b> Employ appropriate statistical methods when undertaking psychological research.</p>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>In the module Fundamentals in Research Methods and Statistics in Psychology, will in lectures provide an outline of the various quantitative statistical methods available which underpin Psychology research. The student will be required to log learning in the Data Analysis Workbook which will consolidate learning that has taken place in lectures and Psychology practical SPSS workshops. The student will be assessed by the second assessment point – Un-Seen Open Book Exam [55% weighting]. Statistical methods employed for qualitative research will be introduced in lectures and workshops which will prepare the student for grounded theory which will be applied to qualitative research. This will be assessed by the first assessment point - Qualitative Data Report [45% weighting, 1,125 words].</p> <p>The module Psychology Research Project will require the student to employ appropriate statistical methods when conducting research for their psychology dissertation piece of work. This will be supported by statistical</p>
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<p><b>3b.</b> Initiate, design, conduct and report on an empirically based research project under appropriate supervision, recognise its theoretical, practical and methodological implications and limitations.</p>	<p>workshops. This will be assessed by the second assessment stage–Dissertation [80% weighting, 7,000 words].</p> <p>The module Fundamentals in Cognitive Psychology will in Psychology laboratory sessions facilitate the student to analyse results which have been generated from a Cognitive Psychology e-prime experiment. Workshops will facilitate the student to employ the relevant statistical methods to the generated data. The first assessment point- Cognitive Psychology Report [50 weighting, 1,250 words] will require the student to employ appropriate statistical methods to the data generated from the e-prime Cognitive Psychology Experiment. The module Fundamentals in Social Psychology will help students in seminars to select appropriate statistical methods to analyse proposed dummy data for an intended Social Psychology study. Students will be assessed by the first assessment point- Social Psychology Report [50% weighting, 1,250 words].</p> <p>The module Individual Differences will introduce students to the application of factor analysis when analysing results generated from a Psychometric Test. Practical laboratory sessions will facilitate the student to conduct factor analysis. Students will be assessed by the first assessment point- Psychometric Test Report [40% weighting, 1,000 words].</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will introduce the student to the initiation, design, conduct and report of an empirical research in lectures. Practical work in practical laboratory sessions will require the student to critique peer review articles and their selected design, conduct and reporting of empirical work. Practical statistical sessions will help prepare the student on design and conducting and reporting empirical research in both quantitative and qualitative research. Both items of assessment- Qualitative Data Report (45% weighting, 1,125 words) and Un-Seen Open Book Exam (55% weighting) will assess the student on design, conduct and report of empirical work.</p> <p>The module Psychology Research Project will facilitate the student in Psychology practical laboratory sessions, dissertation workshops and one to one supervision meetings to initiate and design an empirical piece of work. The student will be assessed by assessment stage one- Research Proposal [20% weighting, 1,000 words]. The student will be facilitated in dissertation</p>
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<p><b>3c.</b> Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.</p>	<p>research workshops, statistical workshops and one to one supervision meetings to conduct and report on their empirical piece of work. Further supervision will facilitate the student to recognise theoretical, practical; and methodological limitations and implications of their empirical piece of work. Student will be assessed by the second staged assessment- Dissertation [80% weighting, 7,000 words].</p> <p>In the module Fundamentals in Cognitive Psychology, e-prime specialist software will be used to run and generate data from a Cognitive Psychology experiment which the student group will participate in. Data generated from the experiment will be analysed using SPSS specialist software which will be supported by statistics workshops. This will be assessed by assessment point one - Cognitive Psychology Report [50% weighting, 1,250 words].</p> <p>The module Individual Differences will introduce various psychometric instruments which are used to measure and assess individual differences, personality and intelligence. The student will be required in practical laboratory sessions to prepare a psychometric test report and analyse the results with specialist software. This will be assessed by assessment point one- Psychometric Test Report [40% weighting, 1,000 words].</p> <p>The module Fundamentals in Social Psychology will prepare the student in seminar practical sessions to identify and analyse dummy data from a Social Psychology Experiment with the use of specialist software -SPSS. This will be assessed by assessment point one- Social Psychology Report [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will outline in Statistics workshops the use of SPSS and NVIVO. Learning will be consolidated by a Data Analysis Workbook. This will be assessed by the first assessment point - Qualitative Research Report [45%, 1,125 words] and stage two assessment- Un-Seen Open Book Exam [55% weighting].</p> <p>The module Fundamentals in Biological Psychology will in Psychology laboratory sessions involve the use of laboratory equipment i.e. blood pressure monitors, water tests and brain models. This will help the student prepare for the second assessment point- Un-Seen Closed Book Exam [60% weighting].</p>
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<p><b>3d.</b> The application of ethical considerations to data collection.</p>	<p>The module Psychology Research Project will require the student to analyse data with NVIVO or SPSS specialist software. The student will be given the option to administer an on-line psychometric test or construct an experiment with the use of E-Prime. This will be assessed by the second staged assessment- Dissertation [80%, 7,000 words].</p>
<p><b>3e.</b> Reflection on perspectives in Psychology and their application to one's own life and behaviour and experiences of others.</p>	<p>The module Fundamentals in Research Methods and Statistics in Psychology will introduce the student to the application of ethical considerations stipulated by The Division of Psychology Ethics Committee, BPS, Helsinki Declaration and APA. Seminar work will facilitate the student to review "in-press" research, peer review articles and research case studies. Questions will be set on the ethical considerations. Answers will be fed back via non-assessed presentations and group discussion. This will be assessed by assessment point one- Qualitative Data Report [45%, 1,125 words]. Assessment point two- Un-Seen Open Book Exam [55% weighting] will assess the application of ethical considerations to data collection which will require the student to provide answers to short case studies.</p> <p>The module Psychology Research Project will facilitate the student in dissertation ethics workshops to consider and apply ethical considerations to proposed research. Further one to one supervision meetings will provide an opportunity for a detailed discussion which will help prepare the student for the ethics application. This will be assessed by the first staged assessment point- Research Proposal and completion of an ethics form [20%, 1,000 words-ethics form does is excluded from the word count].</p>
	<p>The module Fundamentals in Developmental Psychology will in seminar work facilitate the student to reflect on the application of Developmental Psychology to one's own lifespan developmental phase and two chosen lifespan development phases. This will be assessed by the Reflective Patchwork Essay [100% weighting, 2,500 words]. The reflective on-line diary will help the student prepare for this assessment.</p>
	<p>The module Fundamentals in Biological Psychology in seminar work will facilitate the student to apply theories and key studies to the explanation of</p>

<p><b>3f.</b> Make use of scholarly reviews and primacy source material and gather information that is logical and appropriate which contribute to the formulation</p>	<p>one's life and the behaviour and experience of others in various settings and dilemmas. This will help the student prepare for the first assessment point-Group Poster Presentation [15 minutes] and individual synopsis [1,000 words] [1,000 words] which will assess the application of Biological Psychology to the behaviour and experience of individuals when discussing various health and induced states.</p> <p>The module Fundamentals in Cognitive Psychology will in seminar work facilitate the student to think about the application of Cognitive Psychology theories and concepts to one's own life and various issues in the medical and health field. This will be assessed by the first assessment point -Cognitive Psychology Report [50% weighting, 1,250 words] where the student will discuss the application of one chosen area to the behaviour and experiences of the individual which is pertinent to the medical/health field. The second assessment point – Un-Seen Closed Book Exam [50% weighting] will further assess this area.</p> <p>The module Fundamentals in Social Psychology will prepare the student in seminar work to apply Social Psychology to various social contemporary contexts and contemporary societal dilemmas. Assessment point two- Essay [50% weighting, 1,250 words] will assess the student in this area where a detailed discussion of the application of Social Psychology to contemporary societal issues which focus on the experience and behaviour of individuals in social contexts will be incorporated.</p> <p>The module Individual Differences will facilitate the student to understand how the various perspectives in Psychology are applied in their explanation and assessment of intelligence, personality and individual differences. This will be assessed by assessment point one - Psychometric Test Report [40% weighting, 1,000 words]. The second assessment point Un-Seen Closed Book Exam [60% weighting] will require the student to apply various perspectives and theories in Psychology to the explanation of behaviour and experience in areas of personality, intelligence and individual differences in contemporary society.</p> <p>The modules Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, Fundamentals in Biological Psychology and Individual Differences will require the student to</p>
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<p>of balanced arguments.</p>	<p>prepare for both seminars and assessments that are based on reading from peer review articles. Seminar work will facilitate the student to formulate arguments and conclusive judgments based on evidence from peer review journals that the student has read. Group work will enable the student to construct arguments from various perspectives. All assessments on this programme will require the student to read peer review articles and construct logical arguments which are relevant to the assigned task. This will be further facilitated with feedback from stage one assessments and Moodle (VLE) on-line forum debates.</p>
<p><b>3g.</b> Handle primary sources critically.</p>	<p>The modules Fundamentals in Cognitive Psychology, Fundamentals in Social Psychology, Fundamentals in Developmental Psychology, Fundamentals in Biological Psychology and Individual Differences will require the student to handle primary sources critically. Each module will require the student to review peer review articles. Seminar work will facilitate the student to critically appraise research. This will be supplemented by Moodle (VLE) work. Assessments for each module will require the student to critically analyse and appraise selected primary sources which support presented arguments.</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will facilitate the student in seminars to understand how peer review articles are critically appraised.</p> <p>The module Psychology Research Project will in supervision meetings facilitate the student to prepare short literature review drafts based on their critical appraisal of primary sources which help identify research gaps in their chosen area. Student will be assessed with the handling of primary sources and their critical appraisal via stage one assessment - Research Proposal [20%, 1,000 words] and further detailed critical appraisal of primary sources will be assessed via stage two assessment – Dissertation [80%, 7,000 words].</p> <p>Consideration of other primary sources and their critical appraisal i.e., medical databases, psychology databases will be appraised across the programme. Students will be required to identify and critically appraise primary material. This will be supported with the APA referencing guide, library database searches, staged induction, library database search sessions and one-to-one library consultation sessions.</p>

<p><b>3h.</b> Apply problem-solving skills, and is aware that knowledge may require different approaches to problem-solving.</p>       <p><b>3i.</b> Become independent and pragmatic as learners.</p>	<p>All modules on this programme will incorporate seminar activities which require the student to use various problem-solving strategies. This will be supported by case study work, issues in contemporary society, dilemmas in the health and education sectors and analysing data with current scholarly research. Each module will facilitate the student in seminar work to apply the most relevant problem-solving strategy to the assigned task. This will be assessed by several modes of assessments- case studies in exams, un-seen closed book exams, un-seen open book exam, reflective patchwork essay and Psychology reports.</p> <p>The student will be encouraged to become an independent and pragmatic learner. Across the programme, the student will be required to take responsibility for their own learning by preparing material and reading for seminar, practical and workshop sessions. Moodle (VLE) work will further encourage independent and pragmatic learning. Assessments on this programme will require the student to conduct psychology reports, an empirical piece of work, preparation for coursework and exams in an independent manner which will encourage an individualistic learning perspective. Seminar work will facilitate independent learning with students preparing and being responsible for their contribution in discussion, debates and set pieces of work where background reading and identified arguments will be prepared by the student. The Psychology E-portfolio will also encourage the student to be responsive to training, learning and teaching development needs. This will be supported by personal tutor meetings and module co-ordinator consultation hours.</p>
<p><b>Transferable / key skills:</b></p> <p><b>4a.</b> Communicate effectively.</p>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>Throughout the programme the student will be required to display effective oral communication in group work, debates, non-assessed presentations (individual and group). Concise written communication will also underpin seminar work via posters, group feedback on flip chart paper/power point and answers to set exercises. Students will also be required to communicate effectively via electronic methods- Moodle (VLE) discussion blogs and e-mail. Students will be assessed on their written communication via reflective patchwork essay, psychology reports, psychology research report, un-seen closed book exam, un-seen open book exam, dissertation and research proposal. Verbal communication will be assessed via a Group Poster presentation.</p>

<p><b>4b.</b> Select, apply and evaluate appropriate numerical and statistical methods for complex tasks, and interpret data effectively.</p>	<p>Presentation [40% weighting, 1,000 words] in the module Fundamentals Biological Psychology. Effective communication will also underpin dissertation supervision meetings. Personal tutor meetings will also require effective oral communication and written communication via the Psychology E-Portfolio.</p> <p>Comprehension and interpretation of data will be introduced in the module Psychology Research and Statistics. Workshops will facilitate the student with the comprehension and interpretation of data in statistics workshops (comprehension of data), which will be supported with specialist software SPSS/NVIVO. Statistics workshops and supervisory meetings will also facilitate the student to interpret data. Psychology laboratory sessions will be based on the research methods workbook which will require the student to select and apply the relevant numerical and statistical methods for complex data sets. This will be assessed by assessment point one- Qualitative Data Report [45% weighting, 1,125 words] and stage two assessment - Un-Seen Open Book Exam [55% weighting]. The modules Fundamentals in Cognitive Psychology and Fundamentals in Social Psychology will require the student to select, apply and evaluate numerical and statistical methods to data which will be evaluated via discussion. This will be supported in Psychology laboratory workshops and assessed via a. Cognitive Psychology Report-assessment one [50% weighting, 1,250 words] and a Social Psychology Report [50% weighting, 1,250 words].</p> <p>In the module, Fundamentals in Research Methods and Statistics in Psychology, learning will be consolidated in a Data Analysis Workbook. The student will be assessed on the comprehension and interpretation of data in an effective manner by assessment point one- Qualitative Data Report [45%, 1,125 words] which will assess the comprehension and interpretation of qualitative data in an effective manner. This will be supported with the use of NVIVO and SPSS specialist software. The second assessment point on this module - Un-Seen Open Book Exam [55% weighting] will assess the comprehension and interpretation of quantitative data. The Data Analysis Workbook and statistics workshops will help preparation the student for the second assessment point- Un-Seen Open Book Exam [55% weighting].</p> <p>The module Psychology Dissertation will facilitate the student in statistical workshops in both comprehending and handling data. Workshops will focus on data input, data interpretation and analysis. This will be also facilitated by</p>
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<p><b>4c.</b> Be computer literate, and use software applications which are generic and discipline based.</p>	<p>one to one supervision meetings. The student will be assessed on the comprehension and interpretation of research via stage two assessments- Dissertation [80% weighting, 7,000 words].</p> <p>The module Fundamentals in Cognitive Psychology will help the student in practical laboratory sessions to comprehend and interpret cognitive psychology e-prime data which will be supported by specialist software E-Prime and SPSS. This will be assessed by assessment point one- Cognitive Psychology Report [50% weighting, 1,250 words], where the student will be assessed on the comprehension and interpretation of cognitive psychology data in an effective manner.</p> <p>In the module Individual Difference, practical laboratory sessions will facilitate the student to comprehend and interpret data derived from the psychometric test with the application of factor analysis. The student will by the first assessment point on this module- Psychometric Test Report [40% weighting, 1,000 words].</p> <p>The module Fundamentals in Social Psychology in seminars will help prepare the student for the comprehension and interpretation of data derived from a social psychology dummy experiment. The comprehension and interpretation of dummy data will be assessed by assessment point one- Social Psychology Report [50% weighting, 1,250 words].</p> <p>Moodle (VLE) and student e-mail will be introduced to the student during the first induction session and further staged induction sessions will look at computer skills required to access material, participate in blog work and prepare for assessments. The Psychology e-portfolio will also be introduced during the first induction session and will be revisited throughout the programme which will require the student to record competencies electronically which will require efficient computer skills. This will be supported by an accompanying document, psychology technician and personal tutor meetings.</p> <p>Material supporting lectures and seminars will be housed on Moddle (VLE) which will require the student to access material electronically. Selected modules will require the student to submit assignments via TURNITIN. Each module will require the student to participate in one wiki seminar session and</p>
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<p><b>4f. Problem solve and reason scientifically</b></p>	<p>Problem solving and reasoning scientifically will be conducted and assessed across the programme. Seminar work will include case studies, set dilemmas, tests and set dilemmas which will require individual and group problem solving skills.</p> <p>The module Fundamentals in Social Psychology, will prepare the student in seminar work to construct a Social Psychology Study which addresses a contemporary societal issue. This will require investigation of a problem which will require scientific reasoning with relevant research enquiry, hypothesis, proposed statistical analysis and critical discussion. This will be assessed by the first assessment point on this module- Social Psychology Report [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Cognitive Psychology will in practical psychology laboratory sessions facilitate the student to problem-solve data generated from an E-Prime Cognitive Psychology Experiment which addresses one contemporary health/medical topic area. Additional medical and health dilemmas and case studies will be presented in seminar work which will require problem-solve skills and skills to reason scientifically. The student will be assessed by the first assessment point - Cognitive Psychology Report [50% weighting, 1,250 words]. The second assessment point on this module- Un-Seen Closed Book Exam [50% weighting] will pose dilemmas in the medical and health field which the student will be required to problem solve and reason with supporting evidence.</p> <p>The module Fundamentals in Biological Psychology will in seminar work facilitate the student to work on dilemmas and case studies in the areas of the health and medical fields. This will help the student prepare for the second assessment point on this module, Un-Seen Closed Book Exam [60% weighting], where the student will be required to problem solve dilemmas in the medical and health fields with scientific supportive evidence via critical discussion.</p> <p>The module Individual Differences will in seminar work facilitate the student to problem-solve issues which arise from individuals differences, personality and intelligence testing via case studies and dilemmas which will be debated and discussed in seminar work. Learning will be consolidated in the on-line critical tool booklet. This will help prepare the student for the stage two</p>
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<p><b>4g. Be sensitive to contextual and interpersonal factors.</b></p>	<p>assessment- Un-Seen Closed Book Exam [60% weighting].</p> <p>The module Fundamentals in Developmental Psychology will present case studies and dilemmas which are pertinent to dilemmas and issues in contemporary society which relate to lifespan developmental issues. Students will be required to apply developmental psychology studies and theories and problem solve various lifespan development dilemmas. Students will be assessed via the Patchwork Reflective Essay [100% weighting, 2,500 words] which will require problem solving and scientific reasoning in relation to one's own chosen lifespan development phase and two other lifespan developmental phases.</p> <p>The module Fundamentals in Research Methods and Statistics in Psychology will in lectures introduce the role of scientific reasoning in psychological research. Workshops will require the student to problem solve correct scientific methods of research enquiry via set questions. This will be assessed by the first assessment point - Qualitative Data Report [45% weighting, 1,125 words] and the second assessment point - Un-Seen Open Book Exam [55% weighting].</p> <p>The module Psychology Research Project, will in workshops facilitate the student identify research gaps and work through these with relevant research enquiry skills and scientific reasoning. This will be underpinned by the selection of relevant statistical methods, tests, analysis, research design, methods and ethical considerations when addressing the set problem. This will be further supported by dissertation supervision meetings. This will be assessed by the first staged assessment on this module- Research Proposal and Ethics Form [20% weighting, 1,000 words] and the second stage of assessment- Dissertation [80%, 7,000 words].</p> <p>Across the programme the student will be facilitated in their understanding of sensitivity to contextual and interpersonal factors. This will begin with issues discussed in seminar work where students will be reminded of sensitive issues, contextual factors and issues related to confidential, anonymity. The module Fundamentals in Biological Psychology will require the student to prepare for the first assessment point- Group Poster Presentation [15 minutes] and individual synopsis [1,000 words] [40%] which will be underpinned by interpersonal factors during the group work process. All other assessed work on this programme will require sensitivity to contextual</p>
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<p><b>4j. Construction of Psychology reports</b></p>	<p>The module Fundamentals in Research Methods and Statistics in Psychology will introduce the student to Psychology report writing. This will be supported by workshops in which the student will view psychology reports and work on student centred activities which contribute towards the structure of a Psychology report. Seminar work will help the student prepare for the methods, design and results section of qualitative research. This will be assessed by assessment point one- Qualitative Data Report [45%, 1,125 words].</p> <p>The module Fundamentals in Cognitive Psychology will prepare the student in Psychology laboratory sessions to conduct an e-prime cognitive psychology experiment. Data generated from this experiment will be analysed and discussed in relation to current literature during seminar work. This will be assessed by the first assessment point on this module- Cognitive Psychology Report [50% weighting, 1,250 words].</p> <p>The module Fundamentals in Social Psychology will in seminar work facilitate the student to prepare a dummy Social Psychology study. This will be assessed by the first assessment point on this module- Social Psychology Report [50% weighting, 1,250 words].</p> <p>The module Individual Differences will in seminars help the student prepare a Psychometric test. This will be assessed by the first assessment point on this module- Psychometric Test Report [40%, 1,000 words].</p>
<p><b>4k. Key competencies and skills which are relevant to the study of the GBC syllabus.</b></p> <p><b>4l. Reflective practice</b></p>	<p>Each module on this programme is underpinned by the core curriculum areas which are stipulated by BPS- UEC. During each module the student will be made aware of the key competencies that are being assessed. The student will be encouraged to record each competency via the Psychology E-Portfolio which will be supported by module co-ordinators and personal tutors. This will be housed on Mahara (VLE). Each module will develop the skills, knowledge and competencies which are required from a psychology graduate studying on an accredited psychology programme.</p> <p>Each module will encourage the student to participate in reflective practice to one's own life, their continuing learning needs, theory, studies and research</p>

	<p>in Psychology and professional work during seminar sessions. The module Fundamentals in Developmental Psychology will require the student to reflect on the issues raised by studies and research in Developmental Psychology to one's own lifespan development phase and two chosen lifespan development phases. Reflective work will be consolidated by an on-line reflective diary which the student will be required to fill in on a weekly basis. This will be assessed by the Reflective Patchwork Essay [100% weighting, 2,500 words].</p> <p>Across the programme the student will be required to reflect on their continuing personal and professional development needs. This will be documented in the Psychology E-Portfolio which will be supported by Mahara (VLE).</p>
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## 12 Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Module number	Module name	Credit
PSY6019	Fundamentals in Cognitive Psychology	15
PSY6018	Fundamentals in Biological Psychology	15
PSY6020	Fundamentals in Developmental Psychology	15
PSY6021	Fundamentals in Social Psychology	15
PSY6022	Individual Differences	15
PSY6023	Fundamentals in Research Methods and Statistics in Psychology	15
PSY6024	Psychology Research Project	30

**Award: Grad. Dip. in Psychology (120 credits)**

## 13 Support for Learning including Personal Development Planning (PDP)

- Students are encouraged to identify their own learning and professional development needs which are supported by the following mechanism:
- An on-line student handbook and brief student handbook containing information relating to the University, Faculty, assessment and course related processes and procedures.
- Staged induction is viewed as an ongoing process throughout the programme, which will guide and orientate individual learning needs, put into operation study skills support which is receptive to the individual and group learning needs and the disseminate essential Information as well as updates when changes take place which supports the student.
- An integrated programme of careers advice and guidance on how to enhance employability skills which are supported by career consultants, external psychology video talk workshops, students currently studying on an accredited psychology programme and their work experience which will be delivered via vod-casts, The British Psychology Society's website and the Psychology team teaching team who are involved in practice and or research Psychology areas of work.
- The Psychology E-Portfolio which will document professional and learning development needs and action plans which demonstrate how the student is intending to address the identified development need. Psychology competencies, skills and knowledge which are relevant to the study of Psychology that is mapped onto the GBC syllabus will also be recorded in the Psychology e-portfolio.
- Access to CICT support staff and dedicated Library staff.
- Assistance and support for learning skills from the University's Students and Staff Development Department and the Faculty's Academic skills tutors.
- Access to the University's Student Services which include careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy.
- Reasonable access to administrative and academic staff, including course tutors, Head of School and the Dean of Faculty.
- Personal tutor system to advise on pastoral and academic issues.

- On –line access which supports guidance from the teaching and support team for this programme via the University Intranet and Moodle (VLE).
- Personal Development planning is embedded in this programme. Each module will address GBC training. The staged induction process will begin with an introduction to the processes and regulations which govern this programme. Students will be introduced to members of the Divisional Psychology team, the teaching and learning environment and the structure of the Graduate Diploma in Psychology programme. This will be followed by APA referencing sessions and the Psychology E-portfolio to record training competencies which are relevant to the requirements set by the GBC syllabus. Exam, coursework and report techniques will be examined in modules according to the set assessment type. This will be further supported by library workshops, academic skills workshops and Psychology laboratory research, statistics and Psychology report writing workshops. The latter part of the programme will prepare the student for jobs and post-graduate courses in the field of Psychology and related Psychology areas of work and post-graduate studies. This will be supported by career workshops, access to the Psychology Student Employability Guide (HEA), psychology career DVD seminars, academic Psychology staff and careers consultants.

#### **14 Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

#### **15 Methods for evaluation and improvement of quality and standards**

##### **Committees:**

Boards of Studies  
Examination Boards  
Faculty Academic Standards and Quality Enhancement Committee  
Faculty Board  
Learning and Teaching Committee  
Student Experience Committee

##### **Mechanisms for review and evaluation:**

Module evaluation  
Review and re-approval events  
Accreditation by the British Psychological Society (BPS)- Undergraduate Education Committee (UEC)  
Annual Monitoring Report  
Peer review of Annual reports  
Student Satisfaction Survey  
External Examiners' reports  
Course team meetings/away days

#### **Assessment regulation**

Students are issued an electronic copy of the University's Standard Undergraduate Assessment Regulations (SUAR V.4) during the first stage of induction, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the programme. To complete the Graduate Diploma in Psychology, 120 credits will need to be obtained. Irrespective of the overall module pass mark, each assessment stage will require a minimum mark of 40%. In order to qualify for eligibility for the Graduate Basis of the Membership of the Society (GBC), a minimum mark of 50% will need to be attained across all modules. This programme is subject to assessment regulation changes which are governed by Birmingham City University (BCU) which the student will be updated

on accordingly. Generic and module detailed assessment marking criteria will also be released to the student.