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| Large BCU LOGO - RGB 72dpi.jpg**BSc (Hons) Psychology with Sociology** |
| **Programme Specification** |
| **Faculty of Education, Law and Social Sciences**  **School of Social Sciences: Division of Psychology**  **January 2014** |

###### Programme Specification BSc (Hons) Psychology with Sociology

**Date of Publication to Students: August 2014**

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| **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 at www.bcu.ac.uk/elss, in the Module Specifications and in the Student Course Guide.  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. |

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| **Awarding Institution / Body:** | **Birmingham City University** |
| **Teaching Institution:** | **Faculty of Education, Law and Social Sciences** |
| **Interim Awards and Final Award:** | **Certificate Psychology with Sociology;**  **Diploma Psychology with Sociology;**  **Ordinary degree Psychology with Sociology,**  **BSc (Hons) Psychology with Sociology** |
| **Programme Title:** | **BSc (Hons) Psychology with Sociology** |
| **Main fields of Study:** | **Psychology and Sociology** |
| **Modes of Study:** | **Three years : Full-time Five to six years: Part-time** |
| **Language of Study:** | **English** |
| **UCAS Code:** | LC38 |
| **JACS Code:** |  |

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| **Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**   1. QAA Psychology Benchmark Statements (U.K.) **(QAA: 2007)** 2. The British Psychological Society **(BPS)** / Partnership and Accreditation Team **(PAcT)**,GBC syllabus (Sept, 2013) 3. Birmingham City University, Learning, Teaching and Assessment Strategy/University Objectives (2014) **(BCU)** |

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| **Programme Philosophy and Aims**  The BSc (Hons) Psychology with Sociology course is a multi-disciplinary degree that provides the opportunity to study psychology in combination with Sociology . The psychology element of the programme is primarily designed to cover the psychology syllabus which meets with the requirements set by the Partnership and Accreditation Team (PAcT) of The British Psychological Society. The programme is designed so that on completion, students will be eligible for the Graduate Basis for Chartered membership of the Society (GBC), providing a minimum of a 2:2 has been attained and the empirical psychology project has achieved a pass mark. Accordingly, the GBC topic areas are presented as core psychology modules on this programme and students will be encouraged to record knowledge and skills attained from the undergraduate psychology GBC training in an e-portfolio. Research methods training in quantitative and qualitative statistics, e-prime and psychometric tests will also feature as an essential component on this programme.  The distinct elements of this programme relate to a strong presence of personal and professional development planning throughout each level where students will be fully prepared for graduate destinations in their chosen field(s) of work/training/studies. This begins at level 4 where the focus is on developing psychology literacy skills and beginning preparation work for the psychology e-portfolio which is housed on Mahara (Virtual Learning Platform). Students will be expected to consolidate subject specific skills, transferable skills and knowledge that has been attained at level 4 within the e-portfolio.  Personal and professional development planning is advanced at level 5 where students will be introduced to traditional research based areas in psychology, as well as Criminological and Forensic Psychology. Students will also be offered the opportunity to attend an Employment week set up to support students, raise their aspirations and help them to see what post-graduate opportunities are available at BCU (e.g., MSc in Forensic Psychology; PGCE etc.) and from external organisations. To further support students, there will also be research assistant opportunities open for applications which support student engagement with work experience on staff-led research projects. This again will be consolidated in the e-portfolio.  At level 6, students will have the opportunity to further explore specialised and applied areas in psychology and sociology by electing a further two optional modules. The module preparing for graduate destinations: PDP 3 module will further support students in consolidating their skills and knowledge which have been acquired on the programme as well as consolidating work experience(s) which are aligned with chosen graduate destinations. Students will also be supported with interview skills which relate directly to their next step in work, training or further studies. |
| **The aims of the programme are to:**  **PROGRAMME AIMS [PA]**  [PA.1] The knowledge and understanding of perspectives in psychology, including their conceptualisation and explanation of patterns in behaviour, psychological functioning, experience, the role of brain function in human behaviour and application to contemporary society.  .    [PA.2] Demonstrate an in-depth understanding of theories and research relating to specific aspects of society and culture.  [PA.3] The ability to think critically and creatively about inter-relationships and integration of theoretical and empirical work in Psychology and Sociology, their inter-relationships across multiple perspectives, research methodologies and applications to chartered and applied areas in Psychology and Sociology.    [PA.4] The understanding and application of research design, data analysis, evaluation and scientific report of findings across both domains.  [PA.5] 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 in Psychology (GBC), providing a minimum of a 2:2 has been achieved.  .  [PA.6]The ability to work on continuing personal and professional development and prepare for graduate destinations in the areas of work, and or, research. |

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

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| **Learning Outcomes**  **[1] KNOWLEDGE AND UNDERSTANDING:**  [1.1] The GBC core syllabus topic areas in Psychology as stipulated by the British Psychological Society (BPS)/ Partnership and Accreditation Team (PAcT) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement (2007), and their empirical, theoretical and conceptual basis.  [1.2] The historical and scientific underpinnings of the discipline of Psychology and recognise how these underpinnings change across the core curriculum topic areas.  [1.3] How the six core areas in Psychology can explain factors that influence the mind, brain, behaviour and experience, and of the complex interactions between these.  [1.4] How the core and derived specialised areas in Psychology and Sociology contribute to the understanding of contemporary issues and those issues that are at the forefront of the discipline.  [1.5] The two core curriculum topic areas of research methods and the practical component stipulated by the British Psychological Society/ Partnership and Accreditation Team (PAcT), and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2007), 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.  [1.6] The limits of Psychology as a discipline and the application of related disciplines such as sociology can explain the interaction of the human organism as a whole in the social world.  [1.7] The role of brain functioning across multiple Psychological perspectives which aid in the understanding of individual behaviour, experience and psychological phenomena.  [1.8] How the main areas of Psychology and Sociology have developed integrated and contributed to the growth of specialised areas which are underpinned by both disciplines.  [1.9] The ethical guidelines prescribed by specialised and academic institutional ethical bodies, which govern the Psychological Research.  [1.10] The Psychology career prospects that are available for GBC graduates who would like to pursue a career in the field of Psychology, or work, research, training areas that are related to Psychology. Specific careers related to Psychology with Sociology will be explored.  **[2] INTELLECTUAL SKILLS:**  [2.1] Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology.  [2.2] Adopt and integrate multiple perspectives and systematically analyse the relationships between them.  [2.3] Detecting patterns in behaviour and experience, and the ability to evaluate their significance in light of various psychological and sociological perspectives.  [2.4] The application of the main perspectives in Psychology to the explanation of patterns in behaviour, psychological functioning, thinking and brain functioning.  [2.5] Pose, formulate and critique research questions.  [2.6] Demonstrate competence in research skills through practical activities.  [2.7] Generate and explore hypothesis and research questions.  [2.8] Integrate the main perspectives in Psychology and Sociology with a consideration of applications to specialised areas which are underpinned by both disciplines, and their application to the understanding of contemporary issues and problems.  [2.9] Skills of scientific writing and presenting results.  [2.10] The ability to review and critically evaluate empirical evidence using a range of techniques.  [2.11] Ability to plan, execute and present an independent project under supervision.  [2.12] Ability to formulate and apply appropriate ethical judgments when carrying out research.  [2.13] Application of psychology literacy.  **[3] PRACTICAL, RESEARCH AND INDEPENDENT LEARNING SKILLS:**  [3.1] Employ appropriate statistical methods when undertaking psychological research.  [3.2] Initiate, design, conduct and report on an empirically based research project under appropriate supervision, recognise its theoretical, practical and methodological implications and limitations.  [3.3] Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.  [3.4] The application of ethical considerations to data collection.  [3.5] Reflection on perspectives in psychology and sociology and their application to one’s own life and behaviour and experiences of others.  [3.6] Make use of scholarly reviews and primacy source material and gather information that is logical and appropriate which contribute to the formulation of balanced arguments.  [3.7] Handle primary sources critically.  [3.8] Apply problem-solving skills, and be aware that knowledge may require different approaches to problem-solving.  [3.9] Become independent and pragmatic as learners.  **[4] TRANSFERABLE SKILLS/KEY SKILLS:**  [4.1] Communicate effectively in a variety of modes.  [4.2] Select, apply and evaluate appropriate numerical and statistical methods for complex tasks, and interpret data effectively.  [4.3] Be computer literate, and use software applications which are generic and discipline based.  [4.4] Retrieve and organise information effectively.  [4.5] Engage in effective teamwork.  [4.6] Problem solve and reason scientifically.  [4.7] Be sensitive to contextual and interpersonal factors.  [4.8] Effective presentation skills.  [4.9] Consolidate information effectively.  [4.10] Construction of Psychology reports.  [4.11] Key competencies and skills which are relevant to the study of the GBC syllabus.  [4.12] Reflective practice.  [4.13] Consolidate GBC skills, knowledge in the preparation for graduate destinations.  [4.14] Accumulate e-technology skills attained from virtual learning platforms and psychology supporting software.  [4.15] Consolidate skills attained from working experiences where possible.  [4.16] Consolidate skills attained from student engagement with staff led research projects where possible. |

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| **Learning, Teaching and Assessment Methods Used**  **[1] LEARNING/TEACHING:**  [1.a] E-portfolio (VLE)  [1.b] E-workbooks (VLE)  [1.c] E-prime workshops  [1.d] Group work  [1.e] Independent research /reading  [1.f] Interactive technology (VLE)  [1.g] Lectures  [1.h] Mahara  [1.i] MOODLE tasks (VLE)  [1.j] MyCat (VLE)  [1.k] On-line forum/discussion boards (VLE)  [1.l] On-line seminars (VLE)  [1.m] One-to-one tutorial support  [1.n] On-line seminars (VLE)  [1.o] POODLE tasks (VLE)  [1.p] Psychology laboratory practical sessions  [1.q] Seminars  [1.r] Shareville (VLE)  [1.s] Study skills and academic skills support  [1.t] Tutor directed tasks  [1.u] Tutor input  [1.v] Tutorial group support  [1.w] Workshops |
| **[2] ASSESSMENT THROUGH:**  [2.a] Case studies  [2.b] Data reports  [2.c] Dissertation  [2.d] Empirical project  [2.e] Essay  [2.f] Group poster presentation  [2.g] Multiple choice questionnaire  [2.h] MyCat  [2.i] Peer marking  [2.j] Peer review  [2.k] Practical reports  [2.l] Psychometric test report  [2.m] Research proposal  [2.n] Seen closed book examination  [2.o] Seen open book examination  [2.p] Seminar presentation  [2.q] Submissions to e-portfolio  [2.r] Synopsis  [2.s] Un-seen closed book examination  [2.t] Un-seen open book examination  **[3] FEEDBACK:**  [3.a] ***Summative feedback*** will be provided on the standard ELSS Faculty coversheet for coursework. Group feedback for examinations will be placed on Moodle (VLE). Opportunities will also exist where feedback can be discussed during feedback workshops/appointment with the module co-ordinator. Students will be expected to set personal targets from feedback.  [3.b] ***Formative feedback*** will be attained in seminars and published on Moodle (VLE) as group feedback for those who have completed formative assessments.  **[4] PLACEMENT:**  There are no core modules on this programme which offer work placements. Opportunities will be open for student to work on research assistant posts within The Division of Psychology. |

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

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

**Course Structure**

**Level 4**

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| **Module** | **Credits** |
| Research Methods and Psychology Literacy: PDP 1 | **30** |
| Introduction to Psychology | **30** |
| Introduction to Psychopathology | **15** |
| Understanding Society | **30** |
| Optional Module (One to be selected)  *Cyberpsychology Parapsychology* | **15** |
| **120 credits**  **Cert.HE Psychology** | |

**Level 5**

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| **Module** | **Credits** |
| Cognitive Psychology | **15** |
| Individual Differences | **15** |
| Qualitative Research Methods and Analysis | **15** |
| Research Methods and Statistics in Psychology | **15** |
| Social Psychology | **15** |
| Forensic Psychology | **15** |
| Optional Module (One to be selected)  *Classical and Contemporary Social Theory*  *Understanding Popular Culture* | **30** |
| **240 credits**  **Dip.HE Psychology** | |

**Level 6**

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| **Module** | **Credits** |
| Biological Psychology | **15** |
| Developmental Psychology | **15** |
| Preparing for Graduate Destinations: PDP 3 | **15** |
| Psychology Dissertation | **30** |
| Optional Module A (One to be selected)  *Attachment and Interpersonal Relationships*  *Decision Making: The Psychology of Choice and Money*  *Interventions in Mental Health*  *Psychological Assessment*  *Popular Images and Psychological Understanding*  *Visual Cognition and Neuropsychology* | **15** |
| Optional Module B (One to be selected)  *Globalisation, People and Society*  *Social Identities* | **30** |
| **360 credits**  **BSc (Hons) Psychology** | |

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

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| Students are encouraged to identify and with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:  There are two core modules which will support the student in their continuing personal and professional development planning. This will be underpinned by an e-portfolio which will be housed on Mahara (VLE). Psychology literacy will form a core element on this programme.  The course operates a personal tutor scheme and students will be assigned a personal tutor at the start of the course who will oversee their Faculty-based work, and provide pastoral support and guidance. Personal tutors will be available via e-mail and face-to-face tutor meetings. Students will be recommended to meet with their personal tutor once a term to discuss their progress.  Each year of the course is overseen by a year tutor who supports the Course Director in the academic development and pastoral welfare of students.  Where appropriate, students will be guided and advised to access central University support resources as detailed in the Student Course Handbook.  There is a wealth of resources provided by the University’s Library, including books, journals and digital resources. The librarians are increasing the amount of electronically held texts, to ensure currency.  All students will be able to access Moodle, the University’s e-learning system, in order to receive support on-line, information about module and course developments and module-specific resources.  Students on this programme will have access to 3 psychology computer laboratories; individual computer laboratories and the group experimental laboratory which operate on an open access basis. There are open access computer rooms on site, which are fully networked and have a range of software, internet and e-mail facilities. All students receive their University email address at enrolment which enables them to communicate electronically with tutors and administrative staff.  Equal Opportunities Policy:  The course operates within the Faculty’s Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Student Handbook. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate university departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course. |

**Criteria for admission** It is an essential requirement that applicants have attained 4 GCSE’s at C or above, 2 of which should be in, Mathematics and English Language.

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| A-level | 280 UCAS points |
| BTEC Extended Diploma/ BTEC National Diploma | DMM |
| BTEC Diploma/ BTEC National Certificate | DD together with another qualification |
| International Baccalaureate | 26 points |
| Access Courses | 60 credits including 45 at Level 3 and 18 at Merit or Distinction on a social sciences pathway. Must include English and Maths at Level 2. |
| Foundation | Pass in a related subject. |
| NVQ Level 3 | Pass in a related subject. |
| AVCE | Two 6-unit or one 12-unit. |
| IELTS | 6.0 overall, with a minimum of 5.5 in each level. |
| TOEFL | 550 (paper) 213 (computer) |
| ESOL | Grade C, at Level 2 (Certificate in English) |

**Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

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| **[1] COMMITTEES:**  [1.a] Board of Studies  [1.b] Examination Board  [1.c] Faculty Academic Standards and Quality Enhancement Committee  [1.d] Faculty Board  [1.e] Learning and Teaching Committee  [1.f] Senate  [1.g] Student Experience Committee  **[2] MECHANISMS FOR REVIEW AND EVALUATION:**  [2.a] Accreditation: paper-based and resource visit  [2.b] Annual course evaluation reports and action plans  [2.c] Annual monitoring process  [2.d] Annual review of modules by module leaders  [2.e] Appraisal of teaching  [2.f] Approval and review and re-approval events  [2.g] Consideration of the reports of Boards of Studies by the Learning and Teaching Committee  [2.h] Course Development Day  [2.i] External examiners’ comments and formal reports  [2.j] Individual module evaluation by students and staff  [2.k] Individual performance reviews of staff  [2.l] National Student Survey  [2.m] School Development Day  [2.n] Student Experience Survey  [2.o] Student representatives’ feedback to Boards of Studies |