

Programme Specification [BSc (Hons) Psychology] Undergraduate

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	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham City University
3	Programme accredited by:	The British Psychology Society/Undergraduate Education Committee (UEC)
4	Final Award:	BSc (Hons)
5	Programme Title:	BSc (Hons) Psychology
6	Mode of Study:	Full time and Part time
7	Language of Study:	English
8	UCAS Code:	C800
9	Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes: <ol style="list-style-type: none"> 1. Quality Assurance Agency for Higher Education U.K.: Psychology Benchmark Statements, 2007 (Q.A.A.) 2. 3. British Psychology Society/Undergraduate Education Committee (UEC) 4. Birmingham City University, Learning and Teaching Strategy (B.C.U.) 5. 	

10	Aims of the programme
	The programme aims to provide learners with:
a.	The knowledge and understanding of the main areas in psychology, including their historic and scientific development, conceptualisation and explanation of psychological thinking, functioning and behaviour and relevance to contemporary issues.
b.	The development of knowledge and understanding of the application of psychology to specialist areas within the discipline of psychology.
c.	The development of appropriate research methods, research skills and ethical considerations required within psychology research and their application to the dissertation.

d.	The ability to think critically and creatively about theoretical, empirical and applied issues in psychology and their inter-relationships.
e.	Active learning and transferable skills that are appropriate for a psychology graduate.
f.	The ability to meet the standards set by the British Psychological Society and gain GBC (Graduate Basis for Chartered Membership of the Society) providing that a 2:2 or above is obtained and that the Psychology Dissertation module has been passed.

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>1a. The five core topic areas in psychology as prescribed by the British Psychological Society (BPS) /Undergraduate Education Committee and their empirical, theoretical and conceptual basis.</p>	<p>The five core topic areas will be taught and assessed throughout different stages of the programme. During the first level of the programme (level 4), four core topic areas will be introduced which will underpin further studies at levels 5 and 6 where each of the core areas will be taught at a deeper level and assessed individually.</p> <p>At level 4, key empirical studies and theories within the four core topic areas of Cognitive Psychology, Biological Psychology, Developmental Psychology and Social Psychology will be introduced in lead lectures. Seminars will provide an opportunity for students to further consolidate learning, which will include student-centred activities and Moodle (VLE) based student-centred activities, on-line reading, discussion forums, visual and media clips which will further support learning. The Cognitive Psychology lectures will be further supported by practical laboratory work where key empirical studies and theories will be further considered in teaching and student facilitated practical laboratory work.</p> <p>Social and Developmental Psychology will be assessed by a reflective patchwork assessment, which will separately assess the two core areas separately but at the same time address similar contemporary issues explanations/debates supported by key empirical studies and theories from each of the two core areas. Cognitive Psychology and Biological Psychology will be assessed individually by firstly a Cognitive Psychology Practical Laboratory report. The report will be based on a discussion of one Cognitive Psychology practical experiment that the student has participated in during the psychology practical laboratory teaching/facilitative sessions (based on a key empirical study). Item two will assess biological psychology applied to either a contemporary issue or health state, in a group poster presentation and individual synopsis based on the group presentation. All of the assessments for the core areas at level 4 will assess knowledge and understanding of the basic empirical and theoretical basis of each core area to support arguments.</p> <p>At level 5, key empirical studies, conceptual and theoretical basis of the core area of Social</p>

	<p>Psychology will be examined both critically and in more depth (compared to level 4). Lectures, visual teaching tools (based on empirical studies), seminar work, discussions based on reading and Moodle (VLE) based discussions will be utilised. The focus will be on the appraisal of the conceptual, theoretical and empirical basis of Social Psychology. Use of media clips documenting social psychology experiments will also be used to support learning and teaching of key empirical studies and theories within Social Psychology.</p> <p>At level 5, the fifth core area of, Individual Differences will be taught. The module will also focus on key theories, empirical studies and conceptual basis of personality, intelligence, emotion and motivation and the historical, scientific and conceptual contributions this core area has made to Psychology at large. The historical and conceptual basis of perspectives and theories that have contributed to definitions and tests of personality and intelligence will be taught within lectures and will be supported by an on-line Historical and Conceptual Critique Booklet (on Moodle- VLE) which will guide critical discussion, reading and student activities in both Seminar and Moodle (VLE) work. The student-centred activities will encourage knowledge and understanding of the key issues involved within this area. Assessment will be based on the conceptual and theoretical issues involved in the construction of a psychometric test. Further knowledge and understanding of conceptual, empirical and theoretical issues related to individual differences will be assessed in a Pre-Seen Open Book Exam.</p> <p>The core area of biological psychology will be taught at level 5. Key topic areas will be considered in relation to relevant theoretical, empirical and conceptual issues in Biological Psychology. Lectures, media clips, seminar work, Moodle (VLE) with extensive coverage of exercises on-line will further enhance understanding and learning of the empirical, conceptual and theoretical basis of key topics within Biological Psychology. Item one: essay will assess the conceptual, theoretical and empirical basis of biological psychology. Item two will assess the theoretical and empirical basis of specific topic areas within biological psychology in an Open Book Pre-Seen Exam.</p> <p>At level 6 the core area of Cognitive Psychology will be revisited where key areas and their empirical, conceptual and theoretical basis will be examined in further detail. Lectures will be used to introduce key topics areas with further learning supported by Psychology Laboratory Practical teaching and facilitative work which will further enhance understanding of the empirical, conceptual and theoretical basis of Cognitive Psychology. Seminar work and Moodle (VLE) will incorporate student-centred activities based on key journal papers and cutting edge research within Cognitive Psychology that will be based on questions raised during the Psychology Practical sessions. Conceptual basis of Cognitive Psychology will be discussed with the use of comparative and</p>
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	<p>related perspectives that encourage critical understanding of the conceptual basis of this core area through Moodle (VLE) and class seminar discussions. Cognitive Psychology Laboratory Report will assess discussion based on one chosen practical work. Discussion and analysis of the practical in relation to the relevant and wider area will be required. Discussions will need to be supported by key and most recent theoretical and empirical material as well as the discussion of the scientific aspects of Cognitive Psychology empirical studies (conceptual). The Pre-seen Closed Book Exam will assess knowledge and understanding of concepts, empirical studies and theories which will be essential to support critical discussion.</p>
<p>1b. The historical and scientific underpinnings of the discipline of psychology and recognise how these underpinnings change across the main and branch areas in psychology.</p>	<p>Historical and scientific underpinning of Psychology as a discipline is embedded throughout this programme.</p> <p>At level 4, the core module Origins of Psychology will introduce students to the historical underpinnings of Psychology as a discipline. The approach taken in this module will encourage students to begin to think about how the scientific underpinnings of Psychology have changed overtime. Critical Perspectives in Psychology will introduce students to debates that centre on Psychology as a Science by considering the scientific underpinnings within core and branch areas of Psychology as well as other Social Science disciplines which have contributed to this debate. Lectures will be supported by seminar and Moodle (VLE) discussions, student-centred activities and set reading (both print and on-line set reading. Origins of Psychology will partly assess the students learning of the historical underpinnings that have changed across the main areas of Psychology which have impacted on the scientific underpinnings in an essay. Critical Perspectives in Psychology will partly assess the historical underpinnings that have changed across the main areas of psychology which have impacted on the scientific underpinnings of Psychology in an Open Book Pre-seen Exam. All of the core (main) areas at level 4 will introduce the (4 core areas) will introduce the areas in relation to their originating and historical underpinnings.</p> <p>The module History and Concepts in Psychology at level 5 will expose students further to the historical and scientific underpinnings of Psychology and is central to achieving this particular programme aim. The main perspectives and schools within psychology will be contrasted in how they have influenced and contributed to the scientific and historical underpinnings which have changed across the main areas in Psychology overtime. Teaching and learning will be supported through lectures, visual media historical timeline clips, with more emphasis on seminar student-activities and discussions based on set reading including journal papers, Moodle (VLE) activities, on-line reading and access to other electronic material. This module will be assessed in a Pre-Seen Exam.</p>

	<p>Modules at level 5 which are based on the core areas of Psychology will all have historical and scientific underpinnings related to conceptual issues that will be embedded within modules at levels 5 and 6. Individual Differences will enhance knowledge and understanding of historical and conceptual issues within this module specifically related to personality as well as conceptual debates that have influenced the concept and testing of intelligence. This will be assessed predominately in the Open Book Pre-Seen Exam as well as partly in the discussion based on the construction of a Psychometric Test where conceptual issues that arise out of the construction of the Psychometric Test Report will be assessed (item two). Lead lectures, set journal readings, Moodle (VLE) discussions and set learning groups when constructing a psychometric report will support learning. Social Psychology will be looked at further in relation the historical, scientific and conceptual basis that has defined Social Psychology historically and has changed overtime with the different ontological and epistemological positions regarding the nature of the social world and the human subject. Lead lectures, audio and visual material, seminar group work, reflective individual and group work (Psychology E-Portfolio) and Moodle (VLE) discussions will help prepare students for the Essay. The scientific and historical underpinnings in Social Psychology will be partly assessed in the Essay.</p> <p>At level 6 the core main area of Cognitive Psychology will examine the scientific and historical underpinnings and examine how this main area has contributed to psychology becoming a Science. Lectures, discussions based on psychology practical laboratory work will support this. The cognitive psychology laboratory report and the exam will both partly assess knowledge and understanding of the historical and scientific underpinnings of Cognitive Psychology and its contribution to defining Psychology as a Science. Emerging Debates in Psychology will further provide an opportunity to revisit the historical and scientific underpinnings of Psychology as a whole in light of overall debates that are appropriate for level 6. Lectures, seminar and Moodle (VLE) discussion and set journal readings will be used to support this. Students will be assessed by an Essay where a large part of the discussion will be based on the scientific underpinnings of psychology as a whole when being contrasted and evaluated in light of other social science disciplines.</p> <p>Optional modules based on the branch areas of Health Psychology, Counselling Psychology, Occupational Psychology, Criminal and Forensic Psychology will incorporate the historical and scientific underpinnings in relation to the emergence and development of each branch area within lectures. There will be a mixture of assessments including Essays and Exams (refer to particular branch optional module).</p>
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<p>1c. How the five core and other main areas in psychology can explain factors that influence individual psychological functioning, thinking and behaviour.</p>	<p>The five core areas Biological, Social, Cognitive, Individual Differences and Social Psychology which are presented as core modules and other main areas in psychology which are optional modules (at level 5 and 6) will all expose students to how each of the areas explain psychological functioning, thinking and behaviour. The core area of Cognitive Psychology at level 4 and 6 will require an understanding of how cognitive psychology theories and research explain cognitive and mental process that influence psychological thinking, functioning and behaviour. Lectures, seminars practical work Moodle (VLE) and set reading will support this. The Cognitive Psychology practical reports and exams for both modules will assess understanding of how key empirical studies and theories explain such influences (level 6 will require critical understanding and deeper understanding).</p> <p>The main area of Abnormal Psychology will focus on the biological and other individual factors that impact on disturbances in Psychological functioning, behaviour and thinking. Core area Social Psychology based modules will focus on how individual thinking, functioning and behaviour is influenced by social and aligning interacting factors. Core areas relating to Biological psychology based modules will look at the physiological and biological based factors as well as external and internal influences which can result in the disruption of functioning, thinking and behaviour. On-going Moodle (VLE) discussion forums, seminar activities based on set readings will enhance learning and extend material that will be outlined in lectures. Virtual and visual clip case studies, MyPsychLab, Case Studies from the Department of Health will also form a central part in understanding how an individual's behaviour, thinking and functioning can be disrupted as a result of a mental illness or a psychological disorder. Students will be assessed by a Pre-seen Open Book Exam.</p> <p>Optional modules such as Organisational Psychology, Cultural Psychology, Coaching Psychology, Identity and Subjectivity, Counselling Psychology, Health Psychology and Criminal and Forensic Psychology, will each explain factors that influence psychological thinking, functioning and behaviour with theories, empirical studies and research which are central in their own areas. A variety of teaching, learning and assessment methods will be used for these modules which will be reflective of the branch or applied area of Psychology that is being taught.</p> <p>Lectures will be used to expose students to factors that are pertinent and influence psychological thinking, behaviour and functioning. Seminars, Moodle (VLE) work, student-centred activities, set reading, practical activities will further support learning. All assessments will support this programme aim. Seminars will encourage further consideration of how areas can explain factors that influence individual psychological functioning, thinking and behaviour where discussions will be based on set reading (on-line, paper based, e-chapters, primary and secondary sources), Moodle</p>
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	(VLE) exercises, discussion forums, questions based on practical laboratory work, reflective work (Social and Developmental Psychology) , questions based on on-line experiments and psychometric tests and access to other electronic sources i.e., Psych Lab and reading. A mixture of assessments will be employed which will vary depending on the core or main area of psychology that is being assessed in relation to this programme aim.
1d. How the core and branch areas in psychology address and contribute to the understanding of contemporary issues and those issues that are at the forefront of the discipline and branch areas of psychology.	<p>Contemporary Issues and Psychology is central to this programme aim where contemporary issues will be highlighted and reasoned with overall explanations from both branch and core areas within psychology. This will be further supported by Personal Development Planning and Applications in Psychology will also examine the branch and specialist areas in psychology and the skills that are required to address contemporary issues that are at the forefront of these areas within psychology. All of the core and branch modules will relate to contemporary issues that are at the forefront of each core or branch area. Again lectures will be supported by seminar work, Moodle (VLE) activities and discussion, reading as well as discussions based on recent research within both the core and branch areas of psychology that address contemporary issues that are central for each area.</p> <p>A mixture of assessments will be used to assess this particular programme outcome including, open book exam, closed book exam, pre-seen exam, unseen exam, essay, reports, laboratory reports, psychometric report, synopsis, group presentation, reflective patchwork assessment.</p>
1e. The two core compulsory areas of research methods and the practical component prescribed by the British Psychological Society (BPS)/ Undergraduate Education Committee (UEC) which require, Qualitative and Quantitative Research Methods, data collection, statistical analysis, measurement techniques, psychometrics and their appropriate application to research and practical laboratory work.	
1f. The limits of psychology as a discipline and the application of other disciplines outside psychology where understanding the psychological and human organism as a whole and their social world.	
1g. How different psychological perspectives can be integrated.	<p>The Core compulsory areas of Research Methods will be taught throughout the three levels of the course with the final year comprising of the Dissertation.</p> <p>At level 4, Aspects of Psychological Research Methods will introduce qualitative and quantitative research methods, data collection from these two approaches and ethical considerations. Teaching and learning will involve lectures, research methods computer workshops, seminars, Moodle (VLE) exercises, questions based on-line and print based research papers, SPSS package, electronic material, links to research methodology and ethics in psychology sites. Assessment will be in two parts, essay which will critique a peer reviewed journal paper (that will also require the student to</p>

<p>1h. How the main areas of psychology have developed, integrated and contributed to the growth of specialised and branch areas within psychology and recognise their intra-disciplinary boundaries and divisions.</p> <p>1i. The ethical guidelines prescribed by psychology, specialised and academic institution ethical bodies which govern the work of a psychologist.</p> <p>1j. The Psychology career prospects that are available for graduates who would like to pursue a career either within or outside the discipline of psychology and the key transferable skills and competencies that are required for their chosen career path.</p>	<p>compare and contrast qualitative and quantitative methodologies) and a data analysis exam (quantitative). Ethical considerations will also be assessed as part of item one assessment essay.</p> <p>Level 5 will build on the research methods taught at the previous level with firstly Fundamentals in Psychological Research Methods will further consider qualitative, quantitative research methods, data analysis and measurement techniques in more depth where analysis of data will be applied to peer review interviews and psychology laboratory practical work that have been carried out. Teaching laboratory rooms, SPSS and other statistical packages will be considered within research workshops which will be based around student-centred activities such as interview work. Use will also be made of Moodle (VLE), on-line quizzes and access to other electronic and peer reviewed journals. Assessment will be based on a qualitative research report which will assess data collection, measurements and research methods within qualitative research which will be based on peer interviews. The laboratory analysis report will assess statistical analysis and data collection base on a small scale research within the psychology laboratory which will assess quantitative research methods for this item of assessment.</p>
	<p>Advanced Psychological Research Methods will further build on the teaching and learning of qualitative and quantitative research methods where qualitative, quantitative research methods, collection of data collection techniques and ethics and advanced statistical packages will be further considered. Learning and Teaching will be based on the same methods as the previous two modules but with more emphasis on computer laboratory work. This will be assessed with a presentation based on a quantitative approach and data collection as well as a data analysis approach that will assess quantitative research methods and statistical analysis which will be based on practical work that has generated data.</p> <p>The dissertation will enable students to think about the process that is required for an extended piece of research that is either quantitative or qualitative. This final piece will assess the research methodology approach, ethical consideration, data collection, statistical analysis. The proposal will initially assess ethical and methodological and measurement considerations.</p> <p>Individual differences will require students to construct a psychometric test which will be assessed by a psychometric test report that will discuss practical and other issues that are central to the construction and applicability of a psychometric test.</p> <p>Practical's will also be assessed in Cognitive psychology based modules at both level 4 and 6 which will require data generation and analysis on which the report will be based on.</p>

	<p>Critical perspectives in psychology will examine arguments related to the limits of psychology as a discipline and consider sociology and other social science disciplines as comparisons when understanding the human organism as a whole. This module will introduce topics within lectures and further discussion and debates within seminar, group work, Moodle (VLE) discussion forums. This will be assessed in an open book pre-seen exam. Identity and subjectivity, cultural psychology, emerging debates in psychology will all examine the limits of psychology when understanding human organism as a whole. These modules will highlight debates and other comparative disciplines when attributing explanations of the psychological understanding of the human organism as a whole and their social world. Seminars, reflective work, student-centred activities based on debates and comparison of other disciplines will be used to understand the limits of psychology. This will be partly assessed by a mixture of assessments- essay, open book exam, seen closed book exam.</p> <hr/> <p>The integration of psychological perspectives will be examined within modules; individual differences-different perspectives within psychology will be compared and integrated in their explanations of personality, intelligence and other individual differences. Psychopathology and Abnormal Psychology will explore the integration of cognitive and biological psychology. During level 4, the core areas of Biological and Cognitive Psychology are placed in one single module and Social and Developmental Psychology placed together in another single module. The core areas will be taught separately but at the same time students will be able to appreciate how each of the two areas together or even when integrated, address similar issues (when required). Assessment of the core areas at all levels will be separately assessed. Optional modules and other core modules which do not have core areas as the prime focus will encourage integration of psychological perspectives. Core module where emphasis is placed on the core topic areas in psychology will encourage students to think about integration i.e. Biological Psychology in their explanations and applications. Seminar work, case studies, set reading, reflective exercises will encourage students to think about the integration of perspectives within psychology. This will be the prime focus for core and optional modules which address the application of psychology and applied areas within psychology. This will be assessed by critical elements as well as critical pieces of work appropriately at levels 5 and 6 where areas of psychology will be evaluated in light of possible integration when understanding psychological thinking, behaviour and functioning of individuals as well as addressing specific contemporary issues. Reflective pieces of assessment, problem-based questions within both exams and essays will assess integration of perspectives. Lectures, seminars and group work, on-line individual differences critique booklet and practical</p>
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	<p>reports will support this. This will be assessed within exams that will require critical analysis and appraisal of perspectives when being applied or used as explanations for specific psychological human states or contemporary issues.</p> <hr/> <p>The main areas of psychology and how they have developed will be accordingly addressed during the latter stages of the programme where specialist, branch and applied areas will be addressed. PDP and Psychology in Practice as well as optional modules that are based on both branch and specialised areas within psychology will support this. Modules that represent core areas will critically assess boundaries and limits which is supported by both the embedded historical and conceptual debates as well as the history and concepts module. Module lecture teaching will further support this by seminar based discussion, critique booklet, critical psychology research papers on which discussions will be based on. This will be assessed by essays, reflective journals and both pre-seen and un-seen exams</p> <hr/> <p>Research Modules throughout the programme will emphasise ethical considerations from ethical bodies that govern the work of psychologist. Lectures, seminar work and accessible guidelines will support learning. At level 6 students will be required to think about ethical considerations for their research where further small group discussions, electronic sources, supervision, discussion of practical laboratory work. Assessments include- essay, proposal, dissertation.</p> <p>Graduate areas and branches within psychology will be looked at in PDP and Psychology in Practice at level 6. This will be assessed within a report which will require one specialist area within psychology to be addressed. Job searches and competencies, skills required for the chosen area will be discussed and assessed within this report. This module will further assess graduate prospects by having a c.v. submitted as part of the final psychology e-portfolio. Lectures, invited speakers, seminar work and supervised on-line searches will support this learning outcome. The Psychology E-portfolio will further support the development of competencies and skills which will become more focused at level 6 with emphasis on psychology graduate destinations.</p>
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Skills and other attributes

2.Intellectual / cognitive skills:	Teaching, learning and assessment methods used:
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2a. Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.	<p>Throughout the programme scientific reasoning will be central to the research based modules at both levels 5 and 6 as well as the dissertation module. Scientific reasoning will be supported in lectures, seminar and Moodle (VLE) on-line forum work . Assessments- essays requiring a critique of peer reviewed research papers, pre-seen and unseen exams, Cognitive Psychology Practical Reports and Quantitative Data Analysis Reports,</p> <p>Critical judgements about arguments and debates in psychology will be firstly introduced to students at level 4 in both the PDP and Applications in Psychology module and Critical Perspectives in Psychology. This will then underpin all of the modules in this programme that will require the role of evidence to make critical judgements in assessed pieces of work. Reasoning scientifically will be considered within research modules. At levels 5 and 6 the role of theories, empirical studies and arguments to make critical judgments will be embedded.</p> <p>Teaching and learning will be in lectures, seminar discussion, Moodle (VLE) forum discussion and exercises, Psychology E-portfolio, study skills in psychology teaching, library literature activities, critique of a peer reviewed journal and an on-line individual differences critique booklet, essays and exams will assess this programme aim within individual modules.</p>
2b. Adopt and integrate multiple perspectives and systematically analyse the relationships between them.	<p>Adopting multiple perspectives will be introduced in modules at level 4. Each core module will focus on the individual core areas and how they can address similar issues which will be considered in more detail at level 5 and 6 where critical elements and analysis of multiple perspectives will be considered in relation to issues that be demonstrated in lectures when considering explanations when addressing issues that are at the forefront of psychology. This will be supported by lectures, seminar discussion, Moodle (VLE) on-line work and set reading, individual differences on-line critique booklet. Assessments- essays, reflective journals, psychology laboratory reports.</p>
2c. Detecting patterns in behaviour and experience and the ability to evaluate their significance in light of the different perspectives.	<p>Will be considered in lectures and further supported in seminar work, student-centred activities. Detecting patterns of behaviour and evaluate their significance in light of different perspectives will be further considered at a deeper level in individual differences. As the student progresses throughout the programme levels more emphasis will be placed on evaluating psychological explanations within seminar work, student-centred activities, set reading, individual differences on-line critique booklet and Moodle (VLE) work. Assessed in essays, exams, psychometric test report, cognitive psychology practical report, poster presentation, individual synopsis based on a group presentation.</p>
2d. The application of the main perspectives in psychology to human functioning, thinking and	<p>The application of the main perspectives in psychology to human functioning, thinking and behaviour will be introduced at level 4. Levels 5 and 6 will give further consideration of the main</p>

behaviour.	areas individually and how key research, theories and cutting edge research applies the each main perspective to human functioning, thinking and behaviour. Lectures, seminar work, problem-based activities, seminar work, set readings, Moodle (VLE) work and discussion forum will support this. Assessments: essays based on case studies, exams, presentation, practical laboratory reports.
2e. Pose, formulate and critique research questions.	Formulating and critiquing research questions will be a key focus in the research based modules which will be further elaborated on in the psychology laboratory practical work.. Psychology practical work will also encourage students to pose, formulate and critique questions. Seminar discussions, Moodle (VLE) set activities, supervision; practical work facilitation will all support this. Assessments being cognitive psychology laboratory reports, proposal plan, dissertation, data analysis reports.
2f. Demonstrate competence in research skills through practical activities.	Research Methods, Dissertation, Cognitive Psychology will all involve practical laboratory work. This will be supported by psychology laboratory teaching, seminar discussions, Moodle (VLE) reflections and discussions on practical, on-line experiments housed on Moodle (VLE) as well as other electronic sources. This will be assessed by data analysis reports, quantitative based presentation, cognitive psychology laboratory reports and the dissertation. The Psychology E-portfolio will also guide students on how to log competencies that are based on practical and research based work.
2g. Generate and explore hypothesis and research questions.	Generating and exploring hypothesis and research questions will be the prime focus for the dissertation module as well as the research methods modules where students will explore their own set hypothesis which will be explored by their own piece of research. Cognitive psychology practical work will also involve hypothesis being explored. This will be supported by statistical seminar work, research methodologies student centred seminar work, lectures, practical activities, Moodle (VLE) discussions based on practical activities and supervision. This will be assessed by a proposal, dissertation and laboratory reports.
2h. Integrate the main perspective in psychology with a consideration of applications to specialised areas in psychology as well as addressing contemporary issues and problems.	Addressing contemporary issues is embedded throughout this programme which will begin with an introduction to psychology and contemporary issues at level 4. Addressing contemporary issues from psychological perspectives will be looked at in more detail at levels 5 and 6. This will be supported by lectures, seminar and Moodle (VLE) student-centred activities, set reading, video clips and case studies. Assessed by essay, exams, reflective assessments.
2i. Skills of scientific writing and presenting results.	Skills of scientific writing and representing results will be taught in the research methods based modules throughout the three years. Assessment will be based on how a scientific research piece

	<p>should be written and how results should be presented.</p> <p>Assessments at level 4 and 5 will focus on critiquing peer reviewed scientific research papers as well as writing data analysis reports. The dissertation module at level 6 will further teach scientific writing in relation to an individual piece of research and how data should be presented and analysed appropriately.</p> <p>In all three modules prime importance will be given to the presentation of data (descriptive and inferential) as well as presenting these appropriately. Will be supported by laboratory practical work, set reading of peer reviewed papers, supervision, report writing workshops. Assessed by cognitive psychology laboratory reports, data analysis reports and dissertation.</p>
2j. The ability to review and critically evaluate empirical evidence using a range of techniques.	Will be considered in the research based modules, PDP study skills module. Workshops, seminar group work and Moodle (VLE) will support learning. Assessed- essays, reports and exams,
2k. Ability to plan, execute and present an independent project under supervision.	Dissertation module will have workshops and eventual supervision looking at the independent piece of work. This will cover the initiation of design, conduct of report on an empirical piece of work. The recognition of its theoretical, practical, and methodological implications will be facilitated and assessed in the final submission of the dissertation.
2l. Ability to formulate and apply appropriate ethical judgments when carrying out research.	Research based modules will introduce students to ethical considerations and how these are applied to research. Dissertation module will require a proposal outlining ethical considerations and how they will be applied to the students own piece of research. Supervision and dissertation workshops will support this. Assessed- proposal and dissertation.

3. Practical, research and independent learning skills

Practical, research and independent learning skills:	Teaching, learning and assessment methods used:
3a. Employ appropriate statistical methods when undertaking psychological research.	Research modules will expose students to the different statistical methods and how to reason statistically. The Dissertation module will involve employing statistical reasoning and appropriate statistical methods for the independent project. Supported by workshops and supervision.
3b. Initiate, design, conduct and report on an empirically based research project under appropriate supervision, recognise its theoretical, practical and methodological implications and limitations.	Research based modules will also provide an insight into how pieces of research are documented with theoretical, practical and methodological weaknesses highlighted. This will be assessed in the two modules in a critique of a peer review papers which will underpin independent research as level 6. Dissertation module will have workshops and eventual supervision looking at the independent piece of work. This will cover the initiation of design, conduct of report on an empirical piece of work. The recognition of its theoretical, practical, and methodological implications will be facilitated and assed in the final submission of the dissertation.
3c. Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.	How to use appropriately specialist software and psychological tools will be taught within research laboratory teaching and computer seminar work. This will be assessed within data analysis reports that will be based on data generated using specialist software as well as a construction of a systems interface. Dissertation module will further employ these skills using specialist software in data analysis for the independent project. Specialist software and specialist equipment will also be taught and utilised within cognitive psychology modules which will require the use of specialist software as well as other appropriate equipment. This will be supported by laboratory teaching sessions. Individual differences will require the student to construct Psychometric tests. This will be supported by lectures, laboratory teaching sessions. Will be assessed by a report which will discuss issues involved in the construction of the psychometric test.
3d. The application of ethical considerations to data collection.	Dissertation workshops and supervision will support students learning of ethical considerations in their own piece of research. Will be assessed by a proposal and dissertation.

3e. Reflection on perspectives in psychology and their application to ones own life and behaviour and experiences of others.	Reflection will be encouraged in the social psychology and developmental psychology modules as well This will be supported by the Psychology E-Portfolio, seminar discussions. Assessed by learning journals, reflective essays.
3f. Make use of scholarly reviews and primacy source material and gather information that is logical, appropriate and arguments are balanced.	All modules are supported by primary source material. Students will be introduced to citing source material and its application to academic argument at level 4. Levels 5 and 6 will support this further within lectures, seminar and Moodle (VLE) work. Assessed- essay, report, exams.
3g. Handle primary sources critically.	<p>Handling primary sources critically will be taught in the research methods based modules within this programme. Students will be assessed in critiquing peer reviewed articles in both of these modules.</p> <p>Modules at level 5 and 6 will place greater emphasis in critically evaluating primary sources which will be integral parts of assessed pieces of work. This will be given prime importance within the dissertation module where material within the chosen area for the independent project will have to have a critical element to literature within the area.</p>
3h. Apply problem-solving skills and be aware that knowledge may require different approaches to problem-solving.	Problem-solving will be encouraged at all levels but become more central within learning at levels 5 and 6. Supported by discussions based on case studies, seminar work and Moodle (VLE) work
3i. Become independent and pragmatic as learners.	Independent learning will be encouraged and developed throughout this course. This will be introduced in PDP and Applications in where studying psychology and associated skills that are needed for undergraduate study will be looked at. More emphasis on independent learning will be given at level 5 and 6 with dissertation module resulting in an independent project. Moodle on-line access will further encourage independent learning where each module will have Moodle presence.

4. Transferable/key skills

Transferable / key skills:	Teaching, learning and assessment methods used:
4a. Communicate effectively in a variety of modes.	Throughout the programme emphasis will be given to communicating effectively both through oral, written and electronic means. Discussion within seminar work will be based on group work in which effective communication will be integral. Assessed pieces of work will involve communication in a written effective manner through exams and essays. Communication will also form an important basis within oral presentations some of which will be assessed. Other group work generated ideas which are based on effective communication will be assessed within individual synopsis within modules.
4b. Select, apply and evaluate appropriate numerical and statistical methods for complex tasks interpret data effectively.	The comprehension and use of data in an effective manner will be concentrated within the research and dissertation modules on this programme. Skills needed and how they are applied for research pieces of work will be looked at. The comprehension and use of data will be focused on at all levels which will be assessed through data analysis reports and dissertation.
4c. Be computer literate and use software applications which are both discipline based and generic.	Computer literacy will be introduced and taught at level 4 PDP and applications module.. All of the modules will have presence on MOODLE where relevant material and on-line forums will be based. The retrieval of information and data input and analysis will require effective use of ICT skills which will be taught throughout the programme. Software applications will be facilitated in workshops for research based modules, psychology practical work, statistical computer workshops.
4d. Retrieve and organise information effectively.	Throughout the programme class notes, exercises, primary and secondary information will have to be retrieved and organised effectively. This will be assessed in material that has been organised for report writing and essays, dissertation as well as material for open book exams.
4e. Engage in effective teamwork.	Working effectively within teamwork will feature in all modules. Some assessed pieces of work will require the documentation of group generated ideas that will be communicated within assessed presentation and individual written synopsis. Group work will be facilitated both within seminar work and on-line Moodle discussion forums.
4f. Problem solve and reason scientifically.	Problem solving and reasoning scientifically will be evident throughout all of the modules within this programme. Lectures will pose or formulate problems which will have to be addressed by particular areas of psychology. Assessed pieces of work will also included problem based scenarios. Reasoning scientifically will be taught within the research methods modules which will be assessed within these modules. Problem-solving and reasoning scientifically will be central in the

	independent project.
4g. Be sensitive to contextual and interpersonal factors.	Being sensitive to contextual and interpersonal factors will be made explicit within the psychology e-portfolio which will be introduced within the PDP and applications in psychology module. This will then be revisited in light of particular modules which will involve group work. Supported by seminar discussions. Assessed- reflective journals and essays.
4h. Presentation skills.	Presentation skills will feature throughout this programme within some assessed elements of modules being group and individual based.
4i. Consolidate information effectively.	Some modules throughout the programme will require information to be consolidated within report writing. This will be taught and assessed within the research modules as well as Cognitive Psychology Consolidation of information will also be required with some modules emphasising synopsis to be written within a summary format based on group presentations. Supported- seminars, workshops. Assessed in essay, exams, dissertation proposal, dissertation, poster presentation, and synopsis.

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.

Stage 1

Module number	Module name	Credit
LM40501	Aspects in Psychological Research Methods (Core)	15
LM40500	Aspects of Cognitive and Biological Psychology (Core)	15
LM40502	Aspects of Social and Developmental Psychology (Core)	15
LM40503	Contemporary Issues and Psychology (Core)	15
LM40504	Critical Perspectives in Psychology (Core)	15
LM40505	Origins of Psychology (Core)	15
LM40506	Personal Development Planning and Applications in Psychology (Core)	15
LM40507	Psychopathology and Abnormal Psychology (Core)	15

Award: Cert HE Psychology (120 credits)

Stage 2 Level 5

Module number	Module name	Credit
LM50500	Advanced Psychological Research Methods (Core)	15
LM50503	Fundamentals in Biological Psychology (Core)	15
LM50506	Fundamentals in Psychological Research Methods (Core)	15
LM50507	Fundamentals in Social Psychology (Core)	15
		15
LM50508	History and Concepts in Psychology (Core)	15
LM50509	Individual Differences (Core)	15
	Option A	15
	Option B	15
	<u>Options available at level 5 (15 credits each)</u>	
LM50501	Criminal and Forensic Psychology	
LM50502	Cultural Psychology	
LM50504	Fundamentals in Communication and Skills in Counselling Psychology	
LM50505	Fundamentals of Health Psychology	
LM50510	Individual and Community Psychology	
LM50511	Organisational Psychology	

Award: Dip HE Psychology (240 credits)

Stage 2 Level 6

Module number	Module name	Credit
LM60503	Emerging Debates in Psychology (Core)	15
LM60505	Fundamentals in Developmental Psychology (Core)	15
LM60504	Fundamentals in Cognitive Psychology (Core)	15
LM60509	Personal Development Planning and Psychology in Practice (Core)	15
LM60511	Psychology Dissertation (Core)	30
	Option A	15
	Option B	15
	<u>Options available at level 6 (15 credits each)</u>	
LM60500	Coaching Psychology	
LM60501	Developments in Communication and Skills in Counselling	

	Psychology	
LM60502	Developments in Health Psychology	
LM60506	Human Computer Interaction	
LM60507	Identity and Subjectivity in Psychology	
LM60508	Occupational and Workplace Psychology	
LM60510	Popular Images and Psychological Understanding	
LM60512	The Psychology of Serious Offending	

Award: BSc (Hons) Psychology (360 credits)

13 Support for Learning including Personal Development Planning (PDP)

<ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> A student handbook containing information relating to the University, the Faculty, the course and the modules
<ul style="list-style-type: none"> Induction is viewed as an ongoing process throughout the programme, to manage orientation, individual learning needs for support and the dissemination of essential information
<ul style="list-style-type: none"> An integrated programme of careers advice and guidance on how to enhance employability skills
<ul style="list-style-type: none"> Options Fairs and guidance in the choice of modules
<ul style="list-style-type: none"> Access to IT support staff and dedicated Library staff
<ul style="list-style-type: none"> Assistance and support for learning skills from the University's Students and Staff Development Department and the Faculty's Personal Development Centre
<ul style="list-style-type: none"> Access to the University's Student Services which include careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy
<ul style="list-style-type: none"> Reasonable access to administrative and academic staff, including course tutors, Head of School and Dean of Faculty
<ul style="list-style-type: none"> Personal tutor system and year tutor system to advice on pastoral and academic issues.
<ul style="list-style-type: none"> On –line access to peer and tutor support via the University Intranet and Moodle (VLE).
<ul style="list-style-type: none"> Psychology e-portfolio which will ensure that appropriate work is logged in which will help with personal development planning throughout the programme. This will be supported by the whole programme curriculum and the teaching and student support team
<ul style="list-style-type: none"> Personal Development Planning (PDP) will be embedded within the programme. There are two modules that will look at PDP in relation to the study of psychology. These being, PDP and Applications in Psychology (Level 4, Core, 12 credits) and PDP and Psychology in Practice (Level 6, Core, 12 credits). PDP will be further supported by all of the modules on this programme that will focus on skills that are related to PDP. This will be further supported by the Psychology e-portfolio where students will be encouraged to log assessed pieces of work which support their personal development planning.

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 B.P.S./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

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications are published widely. Students are issued with copies of the University's Standard Undergraduate Assessment Regulations on commencing the programme, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the programme.

To qualify for an Honours degree a student must be awarded 360 credits of which at least 120 must be at level 6 and not more than 120 at level 4. Only assessments at Stage 2 levels 5 and 6 are used to calculate the degree classification. The pass-mark in all modules is 40%.