

**BSc (Honours) Psychology**

**Faculty of Business, Law and Social Sciences**

**Department of Psychology**

## Section One

|  |  |
| --- | --- |
| Programme Philosophy | |
| Studying Psychology at Birmingham City University will give you a deep and fascinating understanding of how core areas of Psychology are integrated in the real world and within the current global context. Our innovative degree curriculum is designed with you, the British Psychological Society and the future in mind, providing you with the opportunity to gain a professional accredited degree in Psychology.  Our Psychology department works in partnership with the nationally recognised Higher Education Academy (HEA) to continually develop the quality of both our staff and the programme by focusing on self-development, contemporary learning practices and integrating practice within the community. At the time of writing, 80% of staff were officially recognised as fellows within the HEA. In addition, our teaching staff are internationally recognised academics with specialisms in Psychology. Our dedicated team value research-led teaching, continually updating their teaching content based on the latest research findings.  At the heart of your degree is the collaboration and development of professional relationships between staff and students. Working in partnership with students, we pride ourselves on providing opportunities (such as through our volunteer research assistant scheme) and pastoral guidance which allow individuals to realise their potential. Our distinctive “vertical” tutoring and student mentor schemes also provide both peer assisted development and leadership experience for newer and more experienced students respectively. By fostering this ability to self-develop, we not only provide the tools for lifelong learning, but also enhance students’ future employability far beyond graduation. The wide ranging content within our curriculum - including work experience modules, practice-led teaching methods and assessment - facilitate employability skills (e.g. communication, teamwork, and problem-solving) in addition to enabling you to develop and adapt through self-assessment and reflection.  During the second year of the degree, you can gain international insight and experience a new culture with our Erasmus+ exchange programme. This affords you the opportunity to study in another EU country for part of your degree. The experience offers you a unique opportunity to strengthen your foreign language skills, enhance your CV, experience new cultures and make new contacts and friends. There are also opportunities for you to study or participate in charitable projects in countries across the world. Moreover, you may choose to apply to work abroad for a year and we will assist you to do so by providing you with information about the placement programme.  A key attribute emphasised within the degree is transferability of professional skills to real world contexts. This involves acknowledging your own developed skills, communicating them to prospective employers and then applying them within employment. Our focus on contemporary and innovative learning practices, such as virtual learning environments and field trips further contributes to employability, with dedicated personal development modules that focus on problem based learning for example. We also believe that the use of technology is a key aspect of transferability so e-learning, multimedia based assessments, specialised psychological equipment (such as eye-tracker, electroencephalogram) are key elements of the degree. We also acknowledge that our students come from a wide range of backgrounds. Flexible and innovative content delivery is just one way in which we cater for different needs.  Together these values and qualities allow for greater integration within the community. A key aim of our degree is to promote a sense of belonging and inclusivity within the course, reflecting the multicultural diversity of Birmingham. Within our degree, students are provided with the opportunity to collaborate with charities and government organisations (e.g. the NHS and surrounding prisons) in order to promote positive change whilst developing relevant employability skills. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | Our programme specialises in enquiry based learning that closely adheres to quality standards of the British Psychological Society and the international academic community. We aim to facilitate students’ ability to evaluate, synthesise and apply information in order to contribute to contemporary knowledge. The transferability of these skills is also a key programme element, enabling learners to solve significant real world problems. |
| 1. Practice-led, knowledge-applied | Our programme emphasises partnership with academics with a background in (international) contemporary research and applied psychological practice. Programme content and assessments are therefore both contemporary and value-led, being notably distinct from traditional textbook and exam based curricula. |
| 1. Interdisciplinarity | The very nature of Psychology involves integration of different perspectives. As such, the nature of course content and assessment inherently accounts for interdisciplinarity. Importantly, the research and applied practice of BCU psychologists typically also involves active engagement with the other disciplines and the local community. Individuals studying our programme will naturally gain both cultural and social capital as they progress through the degree. |
| 1. Employability-driven | Our graduates will not only gain a degree with diverse career options, but also the transferable skills to support these. Each of the abilities detailed across the other programme aims are designed with employability in mind. Importantly all content is underpinned by active learning so that students develop skills through practical experience. Degree content and assessment not only meet the criteria for our accrediting body, but allow flexibility of the learning process, which can be tailored to career goals. Specific modules dedicated to employability skills and creation of impact within the local community further support this. Overall, our teaching practice focuses on providing the skills for lifelong learning and development, which not only allows graduates to gain a job, but develop and progress throughout their career. |
| 1. Internationalisation | Based on our international (psychological) standards and the applicability of our degree content to different contexts, our programme is suited towards internationalisation. With interdisciplinary perspectives and technological advances underpinning both course content and assessment, many of the skills needed for graduates to work on an international level are incorporated into the degree. Communication of knowledge and the understanding of culture are also covered in detail on the course, ensuring our graduates are ready to work in a global context. |
| The British Psychological Society (BPS) accredits your degree, and if you achieve 2.2 or above you will be eligible for the graduate basis for chartership in Psychology (GBC) from the BPS, and as a graduate member you can use the designated title of MBPsS. Your degree programme has carefully been aligned to the requirements stipulated by the BPS Undergraduate Education Committee (UEC) and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (2010). The requirements of the BPS and QAA are articulated within the intended learning outcomes described below;   |  | | --- | | **Learning Outcomes**  **[1] KNOWLEDGE AND UNDERSTANDING**  On completion of the degree, graduates will be able to demonstrate knowledge and understanding of:  [1.1] 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 (2010), and their empirical, theoretical and conceptual basis.  [1.2] The historical and scientific underpinnings of the discipline of Psychology and 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 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/ Undergraduate Education Committee (UEC), and The Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statements (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.  [1.6] The limits of Psychology as a discipline and the application of related disciplines 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 the understanding of psychological phenomena.  [1.8] The ethical guidelines prescribed by specialised and academic institutional ethical bodies, which govern Psychological Research.  [1.9] The 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.  **[2] INTELLECTUAL SKILLS**  On completion of the degree, graduates will be able to:  [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 analyse the relationships between them.  [2.3] Detect patterns in behaviour and experience, and evaluate their significance in light of various psychological perspectives.  [2.4] Pose, formulate and critique research questions.  [2.5] Demonstrate competence in research skills through practical activities.  [2.6] Generate and explore hypotheses and research questions.  [2.7] Apply the main perspectives in Psychology to contemporary issues.  [2.8] Exhibit skills of scientific writing and presenting results.  [2.9] Review and critically evaluate empirical evidence using a range of techniques.  [2.10] Plan, execute and present an independent project under supervision.  [2.11] Formulate and apply appropriate ethical judgments when carrying out research.  [2.12] Exhibit psychological literacy.  **[3] PRACTICAL, RESEARCH AND INDEPENDENT LEARNING SKILLS:**  On completion of the degree, graduates will be able to:  [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. This involves recognition of 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] Show awareness of ethical considerations involved in data collection.  [3.5] Reflect on how perspectives in Psychology apply to both personal experiences and the experiences of others.  [3.6] Utilise scholarly reviews and primary source material to gather appropriate information that contributes 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] Show the capability to learn independently and pragmatically.  **[4] TRANSFERABLE SKILLS/KEY SKILLS:**  On completion of the degree, graduates will be able to:  [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] 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] Show sensitivity to contextual and interpersonal factors.  [4.8] Show effective presentation skills.  [4.9] Consolidate information effectively.  [4.10] Construct Psychology reports.  [4.11] Apply key competencies and skills which are relevant to the study of the GBC syllabus.  [4.12] Engage in reflective practice.  [4.13] Apply GBC skills and knowledge in the preparation for graduate destinations.  [4.14] Utilise e-technology skills attained from virtual learning platforms and Psychology supporting software.  [4.15] Apply skills attained from working experiences where possible.  [4.16] Apply skills attained from student engagement with staff led research projects where possible. | | |
| Programme Learning, Teaching & Assessment Strategy | |
| By choosing to study at BCU, you have shown a clear commitment to start your academic and professional learning journey in Psychology. As you embark on your degree, we understand that you may be unsure of our expectations, how you will learn, and how to best approach your studies. We also recognise that our students come from a variety of backgrounds and will experience significant personal change (moving away from home, responsible for their own welfare, or taking on paid work). With these points in mind, we have co-designed your degree with alumni and a range of experts in learning, teaching and psychological practice. This has resulted in an innovative and exciting degree programme in which you will be supported and encouraged to take advantage of the many opportunities we offer.  Our learning and teaching principles are underpinned by practice-based and enquiry-led approaches. Both approaches will expose you to a range of learning activities that offer you opportunities to apply scientific theory and research to contemporary issues. This will not only enable you to understand how people respond in varying situations, but will also encourage you to challenge misconceptions about human behaviour and society. A unique aspect of our programme is a complete redesign of our modules, combining core psychological areas to provide more applied modules that reflect real world contexts. This will give you a more interdisciplinary and holistic perspective of Psychology.  You will be taught by internationally recognised academics who are active researchers with professional qualifications ensuring that you will receive a curriculum which is up to date and relevant to issues in society today. We are also continuously updating our teaching methods and on-line technologies to support and provide you with a blended learning experience. We have further ensured that our professionally accredited degree programme is inclusive to all students by taking a global perspective to the content of your degree. We also acknowledge that our teaching and assessment methods should be easily accessible to all students, regardless of race, gender or disability.  *Your Learning and Teaching content*  To help you achieve the above learning outcomes, we have carefully planned the curriculum such that specific modules will take place during specific semesters. This ensures that learning is gradual and that content is delivered at optimum points in your academic and professional learning journey.  At the start of your learning journey, we will manage your transition into university by introducing you to core psychological knowledge and promoting development of intellectual, research, employability and independent learning skills. In your second year, you will refine these skills and develop critical thinking. The final stages of your degree involve application of these skills in research, real-world and employability contexts, ensuring that you are a well-rounded, employable graduate that can easily adapt to the continuing societal changes presented in the 21st century.  Specifically, the first year will focus on the six core areas of Psychology: social, developmental, cognitive, biological, individual differences and research methods. You will begin to develop psychological literacy skills (writing, presenting) according to the internationally renowned APA style and gain transferrable skills essential to Psychology. We will help you identify key theories and research in the core areas of Psychology. You will also learn how to retrieve and organise information effectively, handle primary source material critically and begin to make critical judgements.  In your second and third years, programme content will be more interdisciplinary, with core areas of Psychology being combined in a more applied manner. For example, the Neuropsychology module integrates biological and cognitive Psychology to highlight the relationship between brain function and thought processes. The distinctiveness of this module lies in the integrative perspective of these two core areas of Psychology, as opposed to examining them separately. Neuropsychology also has numerous real-world applications and opportunities for employment within Psychology.  Over the course of your degree, there will be increased emphasis on practical and transferable skills. You will collect, comprehend and examine data to develop research methods skills, which will be complemented by increased computer literacy in a number of statistical packages and experimental equipment (such as E-Prime, N-VIVO). As you progress, you will also learn more advanced areas of qualitative and quantitative Psychology. You will then be able to apply these skills in your final year as part of your Integrative Psychology Project, in which you will address a novel problem in a research area of your choice.  You will work in small group settings that emulate collaboration within a working environment. Your presentation and communication skills will also be developed through the course as part of seminar activities and group presentations. Active engagement with the employability office will also help with your CV and interview skills. We also provide numerous volunteer opportunities, allowing for the application of these skills within the university (e.g. volunteer research assistant schemes, work experience with OpportUNIty and our BCU graduate+ programme). Furthermore, you can use your voluntary work as part of the optional work experience module to gain credit towards your degree. Some of our external links within Birmingham include Momentum, Autism West Midlands and SAMM (Support after manslaughter or murder). We also provide assistance with international internships and placements, allowing you to strengthen your foreign language skills, experience new cultures and make friends. Finally, you can also apply to study abroad with our Erasmus programme.  *Your Learning and Teaching experience***.**  You will encounter different modes of teaching in the Department of Psychology which include weekly pre-sessional tasks, lectures, seminars, workshops, tutorials, online learning, and independent reading. Furthermore, during each year of study you will be offered the opportunity to go on a field trip which offers a learning experience out of the classroom into the real world. Our key aim is to enhance your knowledge of Psychology, but also by using a practice-led, active learning approach, to enhance your employability skills with practical and professional skills. For example, modules such as lifespan Psychology and applied social Psychology not only involve examination of how core areas of Psychology apply to specific contexts, but also involve utilisation of this knowledge. Assessments are also underpinned by this philosophy, focusing on product development, reflexive diaries and producing conference posters for example.  We will use in-class technologies to assess your understanding during your teaching (e.g. live polls and Q&A’s) and you will have access to Psychology specific technologies including E-Prime, EEG, eye tracking, MATLAB, and video recording equipment during seminars. You will have access to a range of psychometric assessments (such as WISC, WASI, WRAT) that are used within practice by clinical, forensic, occupational, and educational psychologists.  Post sessional activities will take place in our virtual learning environment and will include discussion forums (for debating ideas), online chats, quizzes (formative testing of knowledge and understanding) and workshops (peer review). Other technologies such as blogs, audience response systems and wikis will be used to create an active and engaging experience for you.  *The assessment of your learning and teaching (formative and summative).*  We have clearly aligned your learning outcomes, teaching content and teaching approaches to your summative assessments*.* A distinct feature of your degree programme is the range of formative activities that are offered prior to the submission of your summative (formally assessed) work. Formative opportunities are integral to your learning and understanding as they articulate the requirements for summative assessments. The verbal or written feedback from these assessments are also designed to improve and contribute to your learning. Examples of formative activities include, drafts essays, research proposals, semi-formal debates, individual group presentations, Multiple Choice Questions, quizzes, online forums, and mock exams. We also offer scheduled one to one meetings and office hours for more detailed feedback if required. The formative activities will help you complete your summative assessments with a clear focus and confidently.  Your formative feedback will feed into a diverse range of practice based summative assessments which include essays, exams, workbooks, practical Psychology reports, interview schedules, reflective accounts, group presentations, Psychology influenced product design, conference posters, and patchwork assessments.  Once you have completed each module, your formative and summative feedback can be “fed-forward” to enhance future learning. Each year will become more challenging and will require you to become an active and engaged student who approaches their studies through a practice-based and enquiry led manner. As you progress through your degree, your assessments will be increasingly challenging to reflect your proficiency as a learner and professional maturity.  *Our expectations of you as a student.*  Our students are expected to be the drivers of their own learning experience. We will provide the tools to establish both core academic skills and psychological literacy in the earlier stages of the degree. This will allow you to become increasingly autonomous, enabling you to supplement your knowledge with independent research and utilise the skills that you gain to solve real life problems. You are encouraged to effectively utilise feedback to improve future work.  Based on the content, assessment and interactive experiences, you will be able to adapt in varied employment settings, but also have the capability to continue learning. In turn, this will allow you to develop personally and meet future requirements both in the workplace and in further study. Overall, within this degree we expect you to take advantage of the numerous opportunities provided in order to establish your own personal pathway through university. | |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. | |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role here in ensuring that talented students are attracted to the right programme, regardless of their background. For example, the Department of Psychology puts on Psychology taster days for local Birmingham schools and those further afield regionally and nationally. The day usually includes a talk on the University’s admissions process, mock lectures, information about the Psychology programme and pupils having the opportunity to participate in hands-on Psychology activities. Furthermore, the Department of Psychology has strong links with other local schools for research purposes in which our undergraduate Psychology students act as reading mentors for the pupils. The Schools and College liaison team also work proactively with schools and colleges to provide master classes and campus visits. In the Faculty of Business, Law and Social Sciences (BLSS), our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. Approximately, 8% of our students are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We are a vibrant academic community, with staff and students from a range of nationalities, ages and cultures.  We also go to great efforts to support students during their time at BCU. BCU offers the Student Academic Mentoring Programme (StAMP) which is designed to encourage student-led interventions, to support programme teams to improve the progression and achievement of their students. It provides up to 200 hours of student paid employment to develop mentoring initiatives. In the Department of Psychology, mentoring encourages students to take advantage of peer to peer support by offering them the opportunity to gain academic support from more experienced students, and benefit from the encouragement of someone who understands their perspective, under the guidance of academic staff. Students can also access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.  In order to ensure that the Psychology programme meet the needs of our individual students as they progress through the programme to ensure progression, each student is assigned their own personal tutor. The personal tutor works with the student over the duration of their course and provides support with any personal, academic, or employment issues the student may have. Furthermore, to ensure progression and retention, all modules provide ongoing formative feedback throughout the semester and revision workshops prior to the first and second sitting assessment periods. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our students benefit from learning in an environment where they feel included and where they are taught in ways that recognise their needs as individuals, and as part of a learning community. In this respect, the role of the personal tutor is very important and efficient in facilitating the communication processes that are key to inclusive practice. Indeed, our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all as our commitment to inclusivity means that we recognise and value our diverse student body. Inclusive practice at BCU means that we take measures to improve the success of specific groups, where research has shown that the route to educational success is less straightforward. For example, as some modules revolve around interacting with software, arrangements are in place for additional add-on packages that allow all users to proficiently interact with any computer programmes. Effective relationships with the local and central Information and Technology staff allow us to deliver learning, teaching and assessment materials in a variety of formats. Rather than offering different assessment methods as a bolt-on for any students with a disability or special needs that may require alternative arrangements, the Psychology programme uses an inclusive approach which is designed to ensure accessibility for all students and reduces the need for modified assessment provision by empowering students with an element of choice regarding assessment. The Psychology programme facilitates inclusivity with assessments by signposting support for exam technique or writing skill sessions, preparing students with feed-in activities and information, discussion and feed-in with clear assessment and marking criteria. Modified assessment methods are aligned to module learning outcomes. You will be given opportunities to practise through past exam papers and we will support you to be successful on your programme by ensuring that you: receive feedback and marks within 20 working days; have access to software for electronic submission and originality checking software; have the opportunity to type exams and use assistive software or choose alternative assessments such as coursework rather than exams. Information and Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. Thus, digital literacy includes the ability to find and use information—but it goes beyond this to encompass communication, collaboration and teamwork, social awareness in the digital environment, and creation of new information. Both digital and information literacy are underpinned by critical thinking and evaluation, which are essential life skills that allow students to access, process and assimilate information in the broadest sense. Thus, this goal goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. Indeed, within our Psychology programme you will be required not only to access digital information and sources, but also to be able to prepare digital products. For example, in one module within the Psychology programme, you will work in a group in order to create a digital group presentation. In order to aid and support you, the module teaching team will provide extensive and specialised support about the digital platform that you will need to use, thus allowing you to actively participate and learn regardless of your initial digital fluency. Indeed, through our programme, you will be guided and supported throughout the programme in understanding and engaging in digital practices, finding and critically evaluating information, managing and communicating information, and collaborating and sharing digital content. Thus, e-learning tools such as Moodle have been integrated in the learning and teaching activities as the programme will offer online and blended learning elements. Staff will provide continuous and tailored support according to their expertise; for example, some members of academic staff are fluent in MATLAB and E-prime, and these programmes are not only integrated into the teaching curriculum, but they are also used by students if they elect to do so for integrated empirical projects. Other programmes you could benefit from—not only in terms of your learning journey at university, but also in terms of their prospective graduate career—include software such as SPSS, E-Prime, and NVIVO. Recently, the Department of Psychology has secured new equipment, such as the electroencephalogram (EEG) and an eye-tracking device – that will be fundamental in delivering hands-on teaching experiences whilst enhancing your digital literacy.  In terms of acquisition of information, you will benefit from the availability of an electronic Psychology database which houses all of the Psychology inventories that, for example, are available to students to use for their final year empirical project. Relatedly, there has been a move towards the purchase of e-books which has been encouraged at a university level for all programmes. Finally, the ability to articulate that information and to construct new understanding is also critical to graduate success. Through the Psychology programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. You will also have the chance to sharpen your ability to think critically and creatively, for example about the inter-relationships and integration of theoretical and empirical work in Psychology, your inter-relationships across multiple perspectives, research methodologies and applications to contemporary society. Sustainability and Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The BLSS Faculty and Psychology programme demonstrate internationalisation by:   * Encouraging students to reflect on and analyse global phenomena. For example, some of the Psychology modules offer a global perspective by discussing issues and problems that we face in our contemporary society * Using cultural and international experiences or knowledge as a learning resource * Encouraging intercultural experiences, partnerships and collaborations * Contributing to international scholarly activity and knowledge exchange * Embedding and debating global exemplars and perspectives in the curriculum * Providing and promoting a range of accessible opportunities for the international and intercultural learning * Facilitating ongoing intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture. * The programme also offers an optional International Exchange programme for students to study their modules in another country.  Student Engagement BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement. We are committed to the notion that students’ full participation in all aspects of university life facilitates a more coherent, active and vibrant learning community, which increases their sense of ownership of their learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for students to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience, offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.  The Psychology programme is designed to foster a sense of belonging so that students feel part of the learning process. For example, students will have an element of choice in assessments and be able to choose optional modules. Furthermore, mid-module feedback and ongoing Student Academic Leader feedback will enable students to influence the design and delivery of their programme, within limits, in an effort to increase the quality of the learning experience.  The Psychology programme has a range of schemes to engage students in research activities and teaching assistant positions beyond those scheduled in the curriculum. For example, the Volunteer Research Assistantship scheme enables you to apply for research posts which will allow you to work with an academic member of staff on a current research project. This scheme enables you to understand the work involved at the various stages of a research project, from the design of the study to the analysis and implications of the findings. Relatedly, you will have the chance to participate in the selection process that will allow the successful candidates to be assigned to a pool of student research assistants, who will be remunerated for any research activities that they participate in. During seminars in particular, you will actively contribute to learning activities through experiential learning, usually during group activities aimed at problem-solving. These activities not only allow you to acquire important skills in team work, but also actively contribute to your own teaching and learning experience. As already described in the Widening Participation section, mentoring schemes are in place within this programme, which further empowers you and fosters peer learning. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners so we try to involve you in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for students and contributing to their learning and teaching activities. Our overseas partnerships often result in opportunities for students to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.  Student Academic Partnership projects run across the programme which are supported by the staff student university partnership scheme. These projects enable Psychology students to be employed as part of running projects which in the past have explored the following: work experiences of Psychology students at Birmingham City University; critical skills for Psychology students; audio feedback for Psychology students; learning styles in Psychology students and feedback.  Academic staff in the Department of Psychology have arranged for students to undertake shadowing and even research in other organisations such as HMP Birmingham and local charities such as Momentum Skills (an acquired brain injury rehabilitation centre). Psychology students benefit from visiting professors from various applied Psychology settings such as healthcare, clinical Psychology, police and specialist academics in other universities. The Department also has close working links with local employers, such as, Jaguar Land Rover, HMP Birmingham, Youth Offending Institutes, NHS, and Private Healthcare Providers. Induction and Transition Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students need support to adjust to the freedom and independence of University education and our induction and transition support helps students to adapt to the different experiences they will have, enabling them to develop independent learning skills that enable them to be successful on their programme and prepare them for graduate level employment/further study.  Based on student feedback, the Department of Psychology has reconceptualised induction as the period from when students accept their place at BCU (pre-induction) all the way through their first semester on the programme. During pre-induction students participate with current students and academic staff, in particular the First Year tutor who oversees first year and is your first point of contact, in a virtual learning environment called Xoodle. This involves you watching videos of the different types of support available such as the Centre for Academic Success, the library and pre-arrival support material such as programme reading and the marking criteria. You also have the opportunity to post questions which are answered by current students and academic staff and chat to other new students on news forums. The first formal week of induction talks students through course options, Moodle, using the library, tours of the campus and an informal afternoon tea so that you can meet peers and academic staff to support transition into the university setting and into our programme. Furthermore, you will attend a vertical personal tutoring session during induction where you will meet your personal tutor, and other students in each level of study in a small group. This works well in that more experienced students can act as a buddy to new starters and share their wisdom not only about the programme and curriculum, but also university life in general. The personal tutor discusses learning at university in general and the skills you will learn in particular, which in turn feeds into our employability strategy. You will attend at least one vertical personal tutor meetings per semester, plus individual ones as and when needed or requested. Previous cohorts have suggested that this fosters a positive environment of identity and personal engagement. Building from student feedback, we run three days of induction and give the students the rest of the week to learn about their new city. During the first semester, there are on-going induction activities embedded into lectures and seminars such as referencing guidelines, how to electronically submit coursework, understanding written feedback etc. Clear explanations are given in order to help you understand our expectations not only in terms of involvement and induction, but also in terms of your responsibilities as students and what the university and the programmes accredited body, the BPS expects of you.  The Department of Psychology also runs an induction session for students returning for their second year and another session for students returning for their final year. The Year Tutors discuss the importance of putting into practice the skills learnt in the first year, signposts you towards extra support, explains new developments in the Department, and opportunities for student representation, organised guest speakers and careers events. Second year and final year students also attend vertical personal tutoring sessions during their first week where you meet the first years and attend the welcome back evening to meet or re-acquaint yourself with staff and fellow students from all year cohorts. In addition, during your second and third years you are encouraged to book individual meetings with your personal tutor to discuss your development to prepare actively for your next year of challenges – not just grades, but where you are in terms of skills and how you want to grow your skills in the next year. Progression and Retention We want all students to succeed to the best of their ability so that they stay at BCU and progress through the different stages of the programme. We try to provide the best learning and assessment experiences we can to help students achieve this. Education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we monitor attendance and try to help if we notice that any of our students are not attending regularly. Moreover, you will be provided with a learning contract where both the role of the university staff and of the students is defined in terms of expectations and responsibilities. Progression will also be aided by the tight rapport between you and your personal tutor, who actively engages with you to ensure that you benefit from existing support schemes with the university (including the chance of increasing the flexibility of the assessments). The personal tutor (privacy parameters notwithstanding) —will liaise with the remainder of the teaching team in order to ensure engagement, support professional and personal development and to monitor performance. Such processes allow for early detection of difficulties and increased support if necessary. In aid of this process, weekly interactive sessions within seminars will allow module leaders to detect student non-attendance and disengagement and to act in order to redress it, in collaboration with the personal tutor and student services if required. The personal tutor will also be able to provide or to co-ordinate the additional support needed to help you on your learning journey. You will also benefit from an increased amount of personalised formative feedback across the programme, which will allow you to gauge their weaknesses and strengths and to adjust your learning strategies accordingly in collaboration with staff. Progression will also be enhanced by structured revisions sessions nearer to the assessment points and by the above described tailored support. Finally, you will be aided in transition to further study if you wish to as the provision of postgraduate programmes is increasingly diversified with the department of Psychology. Support and Personal Tutoring As mentioned above, every student has a Personal Tutor. A Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if needed. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, the Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. Please refer to the section above as the role of the personal tutor has been outlined in further detail. Clear explanations about the role of the personal tutor will be offered during the induction, although such information will be re-iterated at other points during your learning journey. The role of the personal tutor is also safeguarded by the BPS accreditation standards, which require a student to staff ratio of 20:1. Thus, the academic staff will not be overwhelmed by the number of students, but rather she or he will be able to cater for the different students’ needs and aspirations. Personal Development Planning Personal Development Planning (PDP) enables students to be in control of their own future by reflecting on their progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. The programme offers core modules which are based on personal development planning. At level 4, a core module (Psychology and Research Skills) introduces the various employment areas which reside both in the areas of Psychology and those areas of work which complement the skills that a Psychology graduate has acquired. Students are required to think about the areas of work and training they would like to pursue once they have successfully completed this programme and are accordingly facilitated to identify the relevant competencies and work experience which are required for the chosen graduate destination. However, this programme is unique as within each module important skills are fostered and embedded within the learning journey. Throughout the programme, you are expected to prepare a CV and work on applications which are tailored to further training, study and employment posts in your chosen graduate career destination. In this respect, again the role of the personal tutor becomes crucial in facilitating such activities. Indeed, within the modules and together with the personal tutor you will be encouraged to reflect upon your own learning, performance and achievement and how these can contribute to your employment aspirations. Academic staff will foster students’ aspirations by advertising any positions or opportunity that relate to Psychology, for example through the use of an Employability Forum. Indeed, in general the distinct elements of this programme relate to a strong presence of personal and professional development planning throughout each level where you will be fully prepared for graduate destinations in your chosen field(s) of work, training, or studies. This begins at level 4 where the focus is on developing Psychology literacy skills. Personal and professional development planning is then advanced throughout Level 4 where you will also be introduced to research based areas in Psychology, as well as applied and chartered Psychology areas. You will further sharpen your critical and methodological skills through two core modules at Level 5. There will also be an opportunity to elect the real world work experiences module in semester 1 of Level 5 that discussed non-chartered areas of Psychology, such as HR and teaching careers, how to apply for paid and voluntary work. You will also be given the opportunity to elect the work experiences module which supports students who are currently (or prospectively) working in a paid or voluntary sector. To further support you, as previously mentioned there will also be research assistant opportunities open for applications which support student engagement with work experience on staff-led research projects. Throughout the programme different skills will be refined, these will range from academic writing to interview skills. Employability BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers.  The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The Faculty of Business, Law and Social Sciences is committed to practice-led active learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, internships, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that students develop through the programme with broader employability skills and techniques that will enhance employment options when they leave university. The key components of the programme are:   * A personalised approach for each student; * Each student to complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action. * All elements will be clearly linked to the University’s new graduate attributes.   By looking at the career destinations of our Psychology graduates, we are able to tailor our modules and activities to map onto the skills our graduates need within their future careers. The programme also provides opportunities for alumni visits to share their experience with students either in person or via a podcast uploaded onto Moodle. As previously mentioned, employability skills are integrated and embedded within modules across levels—to no detriment of knowledge acquisition. In particular, the programme integrates ‘tailored’ practice based skills modules and events at each level of the programme so that students are given the opportunity to develop their employability skills and reflect on their chosen career aspirations. In particular, at Level 4 you will refine your academic literacy skills; at level 5, you can choose modules that focus on gaining and applying for placements, application writing, interview skills, submitting abstracts for conferences, modules that provide you with hands on experience around psychological assessment and chartered areas of Psychology. At Level 6, modules will enable you to specialise in your chosen area of Psychology in particular with the Empirical Project. Throughout the programme, academic staff work closely with the Careers and Job Prospects team to develop and improve your employability skills, offering optional workshops on CV’s, career planning, preparing for interviews and assessments, networking with employers and post jobs adverts online via Moodle.  The assessment methods used on this programme encourage you to develop real-world work skills that employers are looking for. For example, as part of a core module at Level 6 (Lifespan Psychology), you will be required to design and create an intellectual product based on your knowledge and understanding of the different phenomena, research and intervention methods, and aspects of lifespan development. Furthermore, you will be asked to describe their learning journey, justify your choice and reflect on the process of the product development. The programme modules also allow you to benefit from both practice work and research that the academic team have undertaken, or are currently pursuing. The research expertise and practice work also extends to the core GBC topic based modules in the different areas of Psychology. Other features of the programme that relate to employability are the optional placement year and the Erasmus international opportunities, as previously mentioned. | |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Structure and Delivery**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level 4 | Level 4 HE Learner Programme (e.g. Two weeks) | | | |
| Semester 1 | **Introduction to Psychology**  2 hour lecture + 1 hour seminar + 1 hour VLE  (20 credits) | **Psychology and Research Skills**  1 hour lecture + 2 hour workshop + 1 hour VLE  (20 credits) | **Contemporary Issues and Applied Psychology**  Weeks 1-7: 2 hours lecture and 2 hours seminar  Weeks 8-15: 2 hours seminar + 2 hour VLE  (20 credits) |
| Semester 2 | **Introduction to Psychopathology**  2 hour lecture + 1 hour seminar + 1 hour VLE  (20 credits) | **Introduction to Research Methods and Statistics**  2 hour lecture + 2 hour laboratory workshop  (20 credits) | **Optional Module**  (20 credits) |
| Level 5 | Level 5 Transition Programme | | | |
| Semester 1 | **Optional Module**  (20 credits) | **Qualitative Research Methods and Analyses**  2 hour workshop + 2 hour VLE  (20 credits) | **Optional Module**  (20 credits) |
| Optional International Exchange | | |
| Semester 2 | **Neuropsychology**  2 hour lecture + 1 hour seminar + 1 hour VLE (20 credits) | **Quantitative Research Methods and Statistics**  1 hour lecture + 2 hour workshop + 1 hour project planning workshop  (20 credits) | **Optional Module**  (20 credits) |
| Optional International Exchange | | |
| Work Placement (e.g. 12 months) | | | | |
| Level 6 | Level 6 Transition Programme | | | |
|  | | | |
| Semester 1 | **Optional Module**  (20 credits) | **Integrative Psychology Project** (40 credits) | **Applied Social Psychology**  2 hours lecture + 1 hour seminar + 1 hour VLE (20 credits) |
| Semester 2 | **Life Span Psychology**  Weeks 1-7: 2 hours lecture + 2 hours seminar  Weeks 8-15: 3 hours seminar + 1 hour VLE  (20 credits) | **Optional Module**  (20 credits) |
| Where possible level 6 will also be offered via practice based learning | | | |

**Optional Modules**

|  |  |  |
| --- | --- | --- |
|  | Credit | Delivery Pattern |
| **Level 4** |  |  |
| **Semester 2** |  |  |
| Cyberpsychology | 20 | 2 hour lecture  Odd weeks: 2 hour seminar  Even weeks: 2 hours VLE |
| Parapsychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
|  |  |  |
| **Level 5** |  |  |
| **Semester 1** |  |  |
| Health Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Forensic Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Occupational Health Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Educational Psychology | 20 | hour lecture + 2 hour seminar + 1 hours VLE |
| Real World Work Experiences | 20 | 2 hour workshops + 2 hour VLE |
|  |  |  |
| **Semester 2** |  |  |
| Ageing and the Brain | 20 | 1 hour lecture + 1 hour VLE + 2 hour seminar |
| Infancy | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Work Experience | 20 | VLE |
|  |  |  |
| **Level 6** |  |  |
| **Semester 1** |  |  |
| Individual Differences and Mental Health | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Legal Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Communication and Language | 20 | 1 hour lecture, 2 hour seminar, 1 hour VLE |
|  |  |  |
| **Semester 2** |  |  |
| Advanced Statistics | 20 | 1 hour VLE + 3 hour workshop |
| Intellectual Disabilities and Developmental Disorders | 20 | 2 hour lecture + 1 hour seminar + 1 hour VLE |
| Counselling Psychology | 20 | 2 hour lecture + 1 hour seminar + 1 hour group/pair work |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level 4 **Core** Modules | **Introduction to Psychology** | **Psychology and Research Skills** | **Introduction to Research Methods and Statistics** | **Contemporary Issues and Applied Psychology** | **Introduction to Psychopathology** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 | 20 |
| Study Time (%) SL/GI/PL | 45:55:00 | 45:55:00 | 45:55:00 | 45:55:00 | 45:55:00 |
| Assessment method | In-class open book test | Coursework (Patchwork) | Coursework (Workbook) | Group video presentation | Coursework  (Essay) |
| Assessment scope | 1.5 hours (Extended Matching Sets & Short answers) | (1500 written, 10-15 minute presentation, 500 word reflection) | 2500 word equivalent (open and closed ended) | 5-minute speaking time for each group member (each group includes 3 students) | 2000 words |
| Assessment week | Semester1, Exam period | Semester 1, Week 15 | Semester 2, up to Week 15 | Semester 1, week 14 | Semester 2, week 14 |
| Feedback scope | 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate an understanding of the 5 core areas in Psychology (including biological, cognitive, social, developmental and individual differences). | 1. Be able to review and synthesise literature from primary sources, leading to a rationale. | 1. Demonstrate understanding and application of statistical tests that examine differences | 1.Demonstrate knowledge of psychological and social science perspectives which offer an understanding of contemporary events | 1. Demonstrate an understanding of the DSM-5 diagnosis process and assessment of psychological disorders. |
| 1. Demonstrate an ability to make critical judgements about arguments in Psychology and in relation to various psychological perspectives. | 1. Understand the content and structure of psychological research reports including an awareness of ethical considerations. | 1. Demonstrate understanding and application of statistical tests that examine relationships and associations | 2.Compare and contrast psychological and social science perspectives in accounting for contemporary patterns of human conduct and social affairs | 2. Describe how psychological disorders can impact on the individuals thinking, functioning and behaviour. |
| 1. Discuss psychological theory and empirical work to form a balanced argument. | 1. Acquire and demonstrate skills in team working, presentation and active listening. | 1. Demonstrate how psychological studies are designed, conducted and reported in Psychology. | 3.Appraise interventions aimed at addressing contemporary issues | 3. Compare and contrast the biological perspective with one or more psychological perspectives when discussing the aetiology of psychological disorders. |
| 1. Identify and use writing skills appropriate to the context and communicate information effectively. | 1. Be aware of ways to further develop personal qualities in relation to both academic and employability related skills. |  | 4.Communicate in a coherent and logical manner | 4. Identify relevant psychological perspectives in their explanation of causative factors and treatments of psychological disorders. |
| Programme Aim Links | 1🗹 2🞎 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞎 4🗹 5🞏 | 1🗹 2🗹3🗹4🞏 5🞏 | 1🗹 2🗹3🞏 4🞏 5🗹 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation |  |  |

|  |  |  |
| --- | --- | --- |
| Level 4 **Optional** Modules | **Parapsychology** | **Cyberpsychology** |
| Credit level (ECTS value) | 20 | 20 |
| Study Time (%) S/GI/PL | 45:55:00 | 45:55:00 |
| Assessment method | Exam (unseen, Open book) | Coursework (essay) |
| Assessment scope | 1.5 Hours (MCQs, short answer questions) | 2000 words |
| Assessment week | Semester 2, Exam period | Semester 2, week 14 |
| Feedback scope | 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate knowledge of parapsychological and scientific explanations for anomalous experiences. | 1. Identify how Internet use affects human behaviour, cognition, emotion, interaction, health and research and vice versa |
| 2. Assess the role of parapsychology in relation to the social sciences more generally in attempting to offer understandings and accounts of the human experience. | 1. Demonstrate an understanding of the various applications of psychological theory, knowledge and research to Internet and new media use |
| 3. Reflect on the levels, methods, and perspectives through which parapsychological belief can be explained. | 1. Apply theories, knowledge and research findings from cyberpsychology to real world practice |
| 4. Communicate ideas effectively through written presentation. | 1. Communicate ideas effectively through written work |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 UCAS tariff points equivalent to BBC  GCSE  Maths – grade A-C  English – grade A-C | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 45% | Certificate of Higher Education in Psychology |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 55% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Level 5 **Core** Modules | **Qualitative Research Methods and Analyses** | **Neuropsychology** | **Quantitative Research Methods and Statistics** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Coursework (Research report) | Coursework (Literature review & Presentation) | Coursework (Workbook) |
| Assessment scope | 2500 words | 1500 words & 10 minute presentation | 2500 word equivalent (Closed ended, Scenario, Appraisal & Proposal design) |
| Assessment week | Semester1, week 15 | Semester 2, week 15 | Semester 2, up to week 15 |
| Feedback scope | Electronic - 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Blended  (online if student is on ERASMUS or International exchange programmes) | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Demonstrate understanding of qualitative methodologies, including underlying rationales. | 1. Critically evaluate research and theory in the area of cognition and neuropsychology | 1. Appraise the relevance and utility of different quantitative methodologies in contemporary research practice |
| 1. Design, construct, and carry out a small scale qualitative research project. | 1. Explain the appropriate application of research methods to examine neuropsychological questions | 1. Make informed decisions regarding choice of descriptive and inferential statistics based on the type of data |
| 1. Apply a qualitative analysis to produce an appropriate interpretation of the data. | 1. Demonstrate knowledge and ability to apply research and theory in cognitive and neuropsychological areas | 1. Show independent use of software packages to interpret data and answer a research question |
| 1. Synthesise and appraise research findings in relation to existing literature and recognise subsequent implications. | 1. Demonstrate an ability to integrate theory and practice using research in cognition and neuropsychology | 1. Produce an appropriate quantitative design to answer a research question |
| Programme Aim Links | 1🗹 2🞎3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞎 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level 5 **Optional** Modules Semester1 | **Forensic Psychology** | **Educational Psychology** | **Health Psychology** | **Occupational Health Psychology** | **Real World Work Experiences** |
| Credit level (ECTS value) | 20 | 20 | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Exam (Closed) | Coursework (Educational psychological assessment) | Exam (Closed) | Coursework (case study) | Coursework (patchwork) |
| Assessment scope | 2 Hours  MCQ and short answer questions | 2000 words | 2 Hours (Essay questions) | 2000 words | Essay question (1200 words); CV (up to 1000 words); Reflection (300 words) |
| Assessment week | Semester 1, Exam Period | Semester 1, week 15 | Semester 1, Exam period | Semester 1,week 15 | Semester 1, week 13 |
| Feedback scope | 20 days later | Electronic – 20 days later | 20 days later | Electronic – 20 days later | Electronic – 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Blended |
| Learning Outcomes | 1. Describe the various phenomena and theories with which Psychology can contribute to our understanding of different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 1. Demonstrate a detailed knowledge and appraisal of the theory, concepts, and principles underlying the area of Educational Psychology. | 1. Demonstrate an understanding of theories and models of health behaviours | 1. Identify psychosocial hazards in the workplace and understand the holistic approach to assessing and promoting well-being. | 1. Demonstrate an understanding of the different employment and/or further development opportunities that Psychology graduates can pursue |
| 1. Critically discuss research related to different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 2. Identify and apply different methods of investigation within educational Psychology and interpret data/evidence from a variety of sources. | 2. Demonstrate an understanding of health Psychology practice in behaviour change | 2. Develop an understanding of strategies to reduce risks to psychological health and well-being from psychosocial factors. | 2. Apply psychological literature to explain the relevance of the person specification in your application to the chosen field of interest |
| 1. Evaluate the application of Psychology to different areas within the criminal justice system, which may include offender behaviour, investigative processes, and offender rehabilitation. | 3. Identify key problem areas and apply independently different types of intervention in educational settings. | 3. Appraise health and illness policies and interventions designed to promote health and prevent disease | 3. Appraise how the assessment, selection, and management of workers can be conducted in relation to person-job fit. | 3. Reflect on your personal development of the person specification and skills required for the chosen field, identifying any areas for future development |
|  | 4. Communicate effectively the results of an evaluation and reflect on the range of roles of the educational psychologist in the British educational system. | 4. Explain the relationship between psychosocial factors and health and illness | 4. Examine the process of rehabilitation for workers with health problems that can be addressed in the workplace through health promotion and workplace monitoring. | 4.    Demonstrate competency in the further study/job application process (i.e. CV, Personal statement, preparation for job interviews) portraying alignment of personal skills with job specification |
| Programme Aim Links | 1🗹 2🗹 3🞎 4🗹 5🞏 | 1🗹 2🗹 3🞎 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Level 5 **Optional** Modules Semester 2 | **Ageing and the Brain** | **Infancy** | **Work Experience** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 5:30:65 |
| Assessment method | Coursework (critical appraisal and intervention) | Coursework (essay) | Reflective log |
| Assessment scope | 2000 words | 2000 words | 2000 words |
| Assessment week | Semester 2, week 15 | Semester 2, week 15 | Semester2, week 15 |
| Feedback scope | Electronic – 20 days later | Electronic – 20 days later | Electronic – 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Blended |
| Learning Outcomes | 1.Critically evaluate research and theory in the area of Ageing and the Brain | 1. Analyse research methods utilised in the study of infant development | 1.Critically apply psychological theory to real world settings |
| 2.Examine evidence of cognitive decline across aspects of the ageing brain | 2. Evaluate developmental theories and be able to apply them to infancy | 2.Demonstrate an understanding of how psychological research can inform real world events and problems |
| 3.Demonstrate an ability to integrate theory and practice using research in real-world intervention with an ageing population | 3. Demonstrate an understanding of the impact that genetics and the environment play in infant development | 3.Gain a critical awareness of the issues involved in applied Psychology |
| 4.Demonstrate knowledge and ability to apply research and theory in interventions in ageing | 4. Critically assess the research relating to specific areas of infant development and integrate this with a theory based approach | 4.Demonstrate an understanding of being a reflective practitioner and being adaptive in different roles |
| Programme Aim Links | 1🗹2🗹3🗹4🞏 5🞏 | 1🗹 2🞏 3🗹4🞏 5🞏 | 1🗹 2🗹3🞏 4🞏 5🗹 |
| Linked PSRB (if appropriate) |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 UCAS tariff points equivalent to BBC  GCSE  Maths – grade A-C  English – grade A-C | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 40% | Diploma of Higher Education in Psychology |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 60% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Level 6 **Core** Modules | **Applied Social Psychology** | **Lifespan Psychology** | **Integrative Psychology Project Based Module** |
| Credit level (ECTS value) | 20 | 20 | 40 |
| Study Time (%) S/GI/PL | 35:65:00 | 35:65:00 | 10:90:00 |
| Assessment method | Exam (Closed) | Coursework (Product development & Reflection) | Coursework (Research project) |
| Assessment scope | Exam (20 MCQ & 3 – short answer questions) | 1200 words & 1800 words respectively | 5000-7000words |
| Assessment week | Semester 1, Exam Period | Semester 2, week 12 | Semester 2, week 17 |
| Feedback scope | 20 days later | Electronic - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Blended |
| Learning Outcomes | 1. To demonstrate knowledge and appraise major concepts, theoretical perspectives, empirical findings in social Psychology. | 1. Demonstrate a critical understanding of a variety of theory, concepts, and principles across the area of Lifespan Development. | 1. Formulate research questions and appropriate design based on rationale. |
| 1. To understand the application of social psychological theory and research to real world events. | 1. Demonstrate a critical understanding of the different research methods within Lifespan Development with an ability to create argued conclusions. | 1. Justify, critique and synthesis their own research in the light of existing literature. |
| 1. To recognise how social Psychology relates to other core psychological domains | 1. Successfully apply key studies and findings from the area of Lifespan Development to psychological phenomena and functioning at a professional or equivalent level. | 1. Analyse, appraise and communicate the findings of their research effectively. |
| 1. To apply critical thinking to evaluate arguments and empirical findings. | 1. Design, plan and communicate the intellectual product and reflect on the independent learning experience. | 1. Conduct ethical research in an autonomous, organised and timely manner under supervision. |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞎 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation | Compulsory for BPS GBC accreditation |

|  |  |  |  |
| --- | --- | --- | --- |
| Level 6 **Optional** Modules  Semester 1 | **Individual Differences and Mental Health** | **Legal Psychology** | **Communication and Language** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 35:65:00 | 35:65:00 | 35:65:00 |
| Assessment method | Poster Presentation at a mini conference (half day) | Exam | Poster and Presentation |
| Assessment scope | A2 poster with 10 minute personal presentation (paired) | MCQs and SAQs | A1 or A0 poster & 10 minute presentation |
| Assessment week | Semester 1, January | Semester1, Examination Period | Semester 1, week 15 |
| Feedback scope | Electronic - 20 days later | On request - 20 days later | Electronic - 20 days later |
| Delivery mode | Standard Blended | Standard blended | Standard Blended |
| Learning Outcomes | 1.To demonstrate knowledge of research and assessment methodologies used in attachment-related research and interventions | 1. Explain how psychological theory and practice can be applied to the legal context, which may include legal proceedings and the investigation and prosecution of offences. | 1.Critically evaluate the various theories of how language and communication develop in humans |
| 2.To communicate ideas relating to theoretical and evidential debates, and evaluate positions taken by researchers on key issues in attachment-related research | 2. Critically discuss how Psychology can inform best practice in the legal context, which may include legal proceedings and the investigation and prosecution of offences. | 2.Demonstrate knowledge and ability to apply research and theory in the Psychology of language and communication |
| 3.To understand how attachment theory and research can be applied to real world interpersonal relationships | 3. Evaluate psychological research in the legal context, which may include research related to legal proceedings and the investigation and prosecution of offences. | 3.Explain and analyse the importance of communication outside of spoken language |
| 4. To demonstrate an understanding of key concepts regarding the ontogeny and development of attachment theory and an ability to critically evaluate key empirical research into attachment-related concepts |  | 4.Show critical insight into the philosophy and history of language and communication in humans |
| Programme Aim Links | 1🗹 2🗹3🗹 4🞏 5🗹 | 1🗹 2🗹3🞏 4🗹5🞏 | 1🗹 2🗹3🗹 4🞏 5🞏 |
| Linked PSRB (if appropriate) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Level 6 **Optional** Modules  Semester 2 | **Counselling Psychology** | **Advanced Statistics** | **Intellectual Disabilities** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 40:60:00 | 40:60:00 | 40:60:00 |
| Assessment method | Coursework (essay) | Coursework (Workbook) | Un-Seen Closed Book Exam |
| Assessment scope | 2000 words | 2500 words equivalent (closed and open ended questions) | Short answer questions |
| Assessment week | Semester 2, week 12 | Semester 2, week 15 | Semester 2, Examination Period |
| Feedback scope | Electronic – 20 days later | Electronic – 20 days later | 20 days later |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1.Demonstrate an understanding of the historical and present developments in counselling Psychology | 1. Appraise the appropriate application and use of standard and advanced statistical techniques in Psychology. | 1.Identify and appreciate differences in cognitive, social and emotional development of individuals with intellectual and developmental disabilities |
| 2.Appraise the key theoretical approaches in counselling Psychology | 2.Critically evaluate current and historical research practices in Psychology. | 2.Enter into theoretical and evidential debates, and evaluate positions taken by researchers on key issues in intellectual and developmental disabilities research |
| 3.Critically evaluate theory and practical approaches in counselling Psychology. | 3.Demonstrate an ability to integrate critiques to inform best practice and integrity in psychological research. | 3.Identify and analyse methodologies used for the measurement and diagnosis of intellectual and developmental disabilities by educational and clinical psychologists. |
| 4.Assess and evaluate the impact of therapeutic techniques on individual difficulties and contemporary societal problems. | 4.Interpret the outcome of standard and advanced statistical techniques. | 4.Demonstrate an understanding of concepts, perspectives, and research methods in the neurobiology of brain development and the effects of genetic and environmental factors in the development of developmental disorders and intellectual disability |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🞏 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 112 UCAS tariff points equivalent to BBC  GCSE  Maths – grade A-C  English – grade A-C | This will be assessed on an individual basis in line with University policy | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 28 | BSc (Hons) Psychology  OR  BSc Psychology (without Integrated Psychology Project)  OR  If sandwich option taken for a minimum of 36 weeks  BSc (Hons) Psychology (Sandwich) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 65% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |