



Faculty of Management, Law and Social Sciences

Programme Specification

Programme title: BSc (Hons) Psychology

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	<p>BSc (Honours) Psychology [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BSc (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	British Psychological Society
Programme duration:	<p>3 years full-time</p> <p>4 years full-time with placement</p>
UCAS code:	C801 (3 year)
QAA Subject benchmark statement(s):	Psychology
Date of Senate Approval:	May 2014
Date last confirmed and/or minor modification approved by Faculty Board	April 2018

Introduction

The scientific and empirical study of psychology is a comparatively new academic discipline and yet it has become one of the most popular undergraduate programmes in the UK. Many career options and professions utilize the skills and

knowledge acquired in the study of psychology, and for many people this provides invaluable practical advice and self-discovery.

To train as a practitioner psychologist, a Psychology degree which is accredited by the British Psychological Society (BPS), such as this one, is an essential first step. The BSc (Hons) Psychology is accredited as conferring eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society, **provided the Psychology project is passed and the minimum standard of Lower Second Class Honours is achieved.** As a graduate, students can then undertake a postgraduate qualification and become eligible to register with the Health and Care Professions Council in order to practice in areas such as clinical, occupational, forensic, counselling, health or educational psychology.

However, most graduates pursue a variety of careers for which psychology provides excellent preparation. The programme is also suitable if students are interested in Psychology as a subject but not necessarily committed to a career as a Psychologist. The programme spans science and the humanities, and therefore provides key transferable skills relevant to a variety of careers. For example, should students want to work in health care, child development (e.g. nurseries), education, personnel management, market research, advertising, broadcasting, nursing, the police, the Civil Service and Armed Forces, a psychology degree would provide a sound foundation.

Teaching excellence is a priority for the Faculty of Management, Law and Social Sciences (FMLSS), and several divisions hold QAA subject review scores at the top of the ranking scales. Teaching is informed and supported by a commitment to research; the departmental staff consists of researchers who bring expertise from their ongoing academic studies to the lectures and laboratory classes.

Programme Aims

The programme is intended to:

- apply scientific principles generally, and specifically in understanding the mind, brain, behaviour and experience and the complex interactions between these;
- present multiple perspectives and consider the inter-relationship of psychological knowledge in a way that fosters critical evaluation;
- evaluate of the role of empirical evidence in the creation and constraint of theory as well as how theory guides the collection and interpretation of data;
- apply ethical principles and a range of research skills and methods to the investigation of experience and behaviour, culminating in the ability to conduct research independently;
- critically evaluate theory, research findings and recognise the transformative nature of psychology as well as its real life applications;
- apply employability-related and personal transferable knowledge and skills to be able to progress to advanced study in psychology, psychology-related employment or to move into employment or further study that do not require psychology subject specific skills;
- apply the principles of psychological literacy by demonstrating an awareness of self and others and developing the potential to become

ethical, socially and environmentally responsible participants in their communities/society, beyond university and employment.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Describe the scientific underpinnings of psychology as a discipline, identifying that psychology involves a range of perspectives, research methods, theories and evidence.
- LO2 Describe a range of influences on psychological behaviour, functioning and experience and identify how they are conceptualised and interpreted across the core areas of psychology.
- LO3 Explain the nature and role of research hypotheses and research questions.
- LO4 Present, evaluate and interpret quantitative and qualitative data.
- LO5 Identify and discuss ethical issues in psychology.
- LO6 Communicate effectively using a range of written, oral and visual means in order to present structured, coherent and evidence based arguments.
- LO7 Utilise information technology in order to further their own learning, including using specialist psychological software.
- LO8 Work individually and as part of a team identifying contextual and interpersonal factors.
- LO9 Engage in reflection as related to academic and professional development.
- LO10 Recognise the sustainability agenda in its broadest sense e.g. in relation to communities.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO11 Critically analyse the scientific and philosophical underpinnings of psychology.
- LO12 Critically consider multiple perspectives when problem solving within appropriate psychological domains.
- LO13 Critically evaluate a number of specialised areas, applications, perspectives, theories and ethical issues including social, developmental, psychobiological, cognitive and individual difference.
- LO14 Generate research hypotheses and research questions in relation to theories and concepts.
- LO15 Generate, analyse and present quantitative and qualitative data including a reflection on ethical issues in psychological research.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO16 Critically evaluate a range of theories and concepts within a specialist area of psychology e.g. forensic, abnormal, health.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO17 Present a systematic and critically evaluative review of contemporary psychological literature within at least one of the core domains of psychology.

LO18 Initiate, design, conduct and report an independent, empirically based and ethical research project under appropriate supervision.

Curriculum

The programme consists of 360 credits, made up of core and optional modules. Students will take 120 credits at each stage.

In the first stage students will be given an introduction to a number of 'core' subjects such as, cognitive psychology, psychobiology, individual differences, social psychology and lifespan development and research methods. These core areas will be covered in the modules Brain and Behaviour, Understanding Social Development and Introduction to Research Methods. Practical classes will give students training in research methodologies and methods: specifically, quantitative, laboratory-based and experimental approaches as well as an introduction to qualitative approaches. Alongside these core areas students will be introduced to historical aspects and debates within psychology in the module Critical and Philosophical Issues in Psychology. The module Thinking Psychologically at Bradford will introduce students to the Division of Psychology at Bradford, including the academic staff and their research; ensure that students develop their understanding of how to think like a psychologist, the ability to evaluate and manage their own learning as well as to start to engage in employability activities. The module Applications of Professional Psychology will introduce students to a range of areas in which psychology and psychological knowledge can be used in different professions. This will orientate students early in the programme to how psychologists work psychologically and help to develop their appreciation of the application of psychology throughout the remainder of the course.

Stage 2 [Level 5]

In the second stage, students will study the core areas of psychology in more depth. There is greater emphasis on original practical work, and they will start to design and carry out their own investigations in the Psychology Laboratories. Students will continue to develop experimental skills but will also more substantially study and use qualitative methods; interviewing (one-to-one and group based data collection) and more critical modes of inquiry such as discourse analysis.

Stage 3 [Level 6]

In stage 3 students will gain a more in-depth and specialised understanding of psychology through the selection of 4 options. More specialised knowledge from these options will reinforce accumulated knowledge in preparation for the final year project. Instead of one of the psychology options on offer students may chose an elective from elsewhere in the university if they wish, as long as timetabling allows. A substantial feature of Year 3 is the final year project in which students independently design, and undertake an original piece of empirical research in one-to-one supervision with an academic member of staff.

Stage 1

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Brain and Behaviour	Core	20	1	PSY4009-B

4	Introduction to Research Methods in Psychology	Core	20	1 and 2	PSY4006-B
4	Thinking Psychologically at Bradford	Core	20	1 and 2	PSY4011-B
4	Critical and Philosophical Issues in Psychology	Core	20	1	PSY4005-B
4	Understanding Social Development	Core	20	2	PSY4010-B
4	Applications of Professional Psychology	Core	20	2	PSY4007-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER FOR THE GRADUATE BASIS FOR CHARTERED MEMBERSHIP (GBC) OF THE BRITISH PSYCHOLOGICAL SOCIETY

Stage 2

FHEQ Level	Module Title	Core/Option/Elective	Credit	Study Period	Module Code
5	Cognitive Psychology	Core	20	1	PSY5008-B
5	Social Psychology	Core	20	1	PSY5010-B
5	Quantitative Research Methods and Data Analysis	Core	20	1	PSY5011-B
5	Methodological Issues and Qualitative Research	Core	20	2	PSY5012-B
5	Developmental Psychology	Core	20	2	PSY5013-B
5	Psychobiology and Neuroscience	Core	20	2	PSY5009-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

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Stage 3

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
6	Research Project in Psychology	Core	40	1 and 2	PSY6009-D

6	Abnormal Psychology, Health and Intervention	Option	20	1	PSY6002-B
6	Advanced Issues in Child Development in Education Contexts	Option	20	1	PSY6008-B
6	Advanced Issues in Neuropsychology	Option	20	1	PSY6003-B
6	Forensic Psychology	Option	20	2	PSY6001-B
6	Psychology of Health and Eating	Option	20	2	PSY6005-B
6	Psychological Life Skills and Employability	Option	20	1 and 2	PSY6011-B
5 or 6	University Elective	Elective	40	1 or 2	

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

THIS AWARD DOES CONFER ELIGIBILITY FOR THE GRADUATE BASIS FOR CHARTERED MEMBERSHIP (GBC) OF THE BRITISH PSYCHOLOGICAL SOCIETY PROVIDED THE EMPIRICAL PROJECT IS PASSED AND THE MINIMUM STANDARD OF A 2:2 IS ACHIEVED.

Learning and Teaching Strategy

The teaching, learning and assessment strategy aims to develop active learning and takes into consideration the need for students to take greater responsibility for their own learning as they progress through the programme.

Students will be exposed to a variety of different learning and teaching approaches and activities. Specifically, knowledge and understanding as well as transferable skills will be developed through:

- lectures
- laboratory/workshops
- seminars (e.g. problem/discussion based)
- tutorials
- projects/dissertations
- directed and self-directed study
- assessment-based learning (formative and summative)
- problem based learning
- collaborative learning and group work
- peer mentoring

Our approach is underpinned by research-led teaching which includes being exposed to the specialist research interests and practices of our academic team as well being informed by educational research.

Placement

This programme provides the option for students to undertake a work placement between Stages 2 and 3. Students wishing to take this option will be transferred to the 4 year programme and will complete module PSY5014-Z Placement. The option to undertake the placement year is subject to the student progressing and approval of a suitable placement.

Assessment Strategy

Assessment is integrated throughout to meet the programme and associated module learning outcomes. Students will initially be exposed to 'low stakes' small scale tasks, early in the programme that aim to provide timely and developmental feedback that feeds forward. These include, for example, producing an action plan; a practice and then an assessed debate in Critical and Philosophical Issues in Psychology.

All assessments promote psychological learning and good academic practice, within which progressive understanding and higher order learning is evaluated, such as analysis, synthesis and evaluation, as a mainstay. Throughout the programme, a wide enough variety of assessment methods are employed to ensure that sufficient opportunity to demonstrate achievement is afforded to all students regardless of their individual learning approaches. However, at the same time the breadth of assessment methods employed is not so varied as to be burdensome or confusing in themselves. Assessment methods include:

- essays
- research articles
- portfolios
- a poster
- group presentations
- debate
- examinations (MCQ, unseen, seen)
- dissertation
- research proposal

Progressive complexity and demands are built into the programme of study, for example short research articles at Stage 1, working up to more substantial research articles at Stage 2, and an even more substantial research article at Stage 3. There is also a focus on synoptic assessment (assessing the synthesis of knowledge, skills and abilities developed through the programme). For example, the final year research project at Stage 3 consolidates and further develops research methods skills and abilities and subject specific knowledge gained earlier in the programme.

Formative feedback will be used to help students to develop their academic skills. For example, at Stage 1 feedback will be given on a draft essay by the personal tutor, on a practice debate and through engagement in Peer Assisted Learning. Feedback will also be given during Stages 1 and 2 research methods laboratory classes, via the provision of weekly timetabled help sessions by our Learning Support Officers and through online quizzes. At Stage 3 feedback is given through extensive comments on drafts for the Research Project and through consultations with our Learning Support Officers.

Students will be encouraged to engage with both formative and summative feedback as an effective way of understanding their grades and how to improve

them. Exemplars are also used in teaching contexts to help students understand assignments and how to do them well. For example, in the Psychology of Health and Eating, good examples of the notes and reflections element of the assessment are given and discussed in class.

Students will also engage in self and peer reflection and assessment. For example, in Thinking Psychologically at Bradford, through PDP portfolio exercises; in the peer and tutor assessed debate in Critical and Philosophical Issues in Psychology; and in the Psychology of Health and Eating through reflections on presentations.

Transferable skills and employability skills are assessed, some examples being (but not limited to): handling data in research methods and other modules; presenting and communicating in many modules; using case studies to explore issues; reflection; independence; and reflection on psychology relevant occupations in Thinking Psychologically at Bradford, Applications of Professional Psychology and in Psychology Life Skills and Employability.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

Historically, a typical offer to someone seeking entry through the UCAS scheme would have been in the region of 112 points to include 2 full A-Levels, with GCSE Maths and English grade 4 (old grade C) or above. However, applications are welcome from mature students (those over 21 years of age on entry) and candidates with non-standard qualifications or who, lacking academic qualifications, have significant relevant experience. On completion of a UCAS form students will be invited to the Faculty for an Open Day when they will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

The UCAS **tariff** applicable may vary and is published here

<http://www.brad.ac.uk/study/courses/info/psychology-bsc-3-years>

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Add placement year	26.07.17