



# **BSc (Hons) Psychology with Foundation Year**

## **Programme Handbook**

Published December 2019

V1

## QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	BSc (Hons)
<b>2. Programme Title</b>	BSc (Hons) Psychology with Foundation Year
<b>3. Exit Awards</b>	Certificate in Higher Education in Psychology Diploma in Higher Education in Psychology BSc Psychology
<b>4. Programme Leader(s)</b>	Dr Matthew Hall
<b>5. Delivery Model</b>	Online Blended Learning (campus based)
<b>6. Start date</b>	September 2019
<b>7. Programme Accredited by (PSRB or other, if applicable)</b>	The British Psychological Society
<b>8. UCAS Code (If applicable)</b>	
<b>9. Relevant QAA subject benchmark statement</b>	QAA Subject benchmark statement Psychology 2010 (3 <sup>rd</sup> ed.).

<b>10. Programme Aims</b>
<p>The BSc (Hons) Psychology degree with Foundation Year aims to:</p> <p>At Level 0 it will:</p> <ul style="list-style-type: none"> <li>• enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.</li> <li>• equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.</li> <li>• enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.</li> <li>• reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.</li> <li>• enable learners to develop a basic understanding across a range of social science disciplines.</li> </ul> <p>At Levels 4-6 it will:</p> <ul style="list-style-type: none"> <li>▪ produce a scientific understanding of mind, brain, behaviour and experience and of the complex interactions between these;</li> <li>▪ present multiple perspectives on the discipline in a way that fosters critical evaluation;</li> <li>▪ lead to an understanding of real life applications of psychological theory to the full range of experience and behaviour;</li> <li>▪ develop an understanding of the role of empirical evidence in the creation and constraint of theory and also in how theory guides the collection and interpretation of empirical data;</li> <li>▪ provide a range of research skills and methods for investigating experience and behaviour, culminating in an opportunity to conduct research independently;</li> <li>▪ develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications; and</li> <li>▪ foster positive attitudes to learning through innovative, effective and clearly aligned teaching, learning and assessment methods; by maintaining a curriculum that is up-to-date, and by providing a positive and encouraging environment for learning.</li> </ul>

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>At Level 0: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks</p> <p>At Levels 4-6:</p> <p>A1. Knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Psychology</p> <p>A2. Knowledge and understanding of a range of research paradigms, methodological approaches and basic measurement and analytical techniques</p> <p><b>Level 5</b></p> <p>A3. Knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core domains of <i>Biological Psychology</i>,</p>	<p>Acquisition of knowledge and understanding (A1 – A6) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts and narrated PowerPoints</li> </ul> <p><b>Synchronous</b></p> <ul style="list-style-type: none"> <li>• Online tutorials facilitated by VOIP's where theory and practice are integrated.</li> </ul> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each module area and assessment methods include: case study analysis; written essay; narrated powerpoints; portfolios assessments; time constrained activities; commentaries on published work; research plans and a final major project.</p>

<p>A4. <i>Cognitive Psychology, Individual Differences and Social Psychology</i> Knowledge and understanding of a range of research paradigms, methodological approaches and intermediate to advanced measurement and analytical techniques</p> <p><b>Level 6</b></p> <p>A5. knowledge of specialised areas and applications of Psychology</p> <p>A6. knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualized in <i>Developmental Psychology</i></p>	<p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis following research encouraged at all levels culminating in a Major Project.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p><b>11b. Intellectual (thinking) skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>At Level 0 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems.</p> <p>At Levels 4-6: B1. recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications B2. integrate ideas and findings across different perspectives in</p>	<p>Intellectual skills (B1 – B12) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>The appended matrix shows how skills will be developed and assessed in specific modules. As a student progresses through the course it will be seen that tasks they are able to undertake become more complex as they move from simple understanding through integration and evaluation of concepts. The student’s thinking skills will be evident in a summative assessment process</p>	<p>As students progress through the course the assessment tasks they face will become more complex calling upon them to integrate their learning. A strong emphasis is placed on developing an understanding of the ethical issues involved in psychological research with the subject being introduced at Level 4 and expanded upon at Level 5 before the completion of the major Level 6 project.</p>

<p>Psychology, recognising distinctive psychological approaches to relevant issues</p> <p>B3. identify general patterns in behaviour, psychological functioning and experience</p> <p>B4. examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology</p> <p><b>Level 5</b> Students will be able to:</p> <p>B5. apply alternative perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications</p> <p>B6. integrate ideas and findings across multiple perspectives in Psychology, recognising distinctive psychological approaches to relevant issues</p> <p>B7. identify and interpret general patterns in behaviour, psychological functioning and experience</p> <p>B8. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies,</p>	<p>which requires and rewards learners for the demonstration of research skills, creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to consider a range of perspectives.</p>	<p>Prior to commencing the major project there will be a series of shorter exercises undertaken which with the support of research methodology input and the development of an understanding of key concepts will support the final activity.</p>
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<p>paradigms and methods of analysis in Psychology</p> <p><b>Level 6</b> Students will be able to:</p> <p>B9. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications</p> <p>B10. integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues</p> <p>B11. identify and evaluate general patterns in behaviour, psychological functioning and experience</p> <p>B12. evaluate the ethical implications of psychological research and demonstrate how ethical concerns for participants can be addressed</p>		
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Level 0 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6:</p>	<p>A key element here is the development of skills in research methodology. Introductory modules at Level 4 provide a solid foundation in methodology including an introduction to statistics. This is developed at Level 5 with modules on qualitative and quantitative analysis and the requirement for students to undertake a short piece of work that necessitates the development of a plan justifying their choice of method. The final project requires students to utilise these skills in a piece of</p>	<p>The various methodology modules at Levels 4 and 4 will test specific skills but in addition an emphasis is placed on their application. Accordingly there are also multiple opportunities to design and implement small pieces of research to demonstrate not just an understanding of the concepts but to</p>

<p>C1. conduct empirical studies involving a variety of methods of data collection</p> <p>C2. analyse data using appropriate statistical methods</p> <p>C3. present and evaluate research findings</p> <p>C4. use a variety of psychological tools, including specialist software, and psychometric instruments</p> <p><b>Level 5</b> Students will be able to:</p> <p>C5. generate and explore hypotheses and/or research questions</p> <p>C6. conduct empirical studies involving a variety of methods of data collection</p> <p>C7. analyse data using quantitative and qualitative methods</p> <p>C8. present and evaluate research findings</p> <p>C9. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments</p> <p><b>Level 6</b> Students will be able to:</p> <p>10. conduct an extensive piece of independent empirical research using appropriate psychological tools present and evaluate research</p>	<p>empirical work. Full support is provided not only through the learning content but by additional classes at the project stage and through tutor support.</p>	<p>identify when they are appropriate to use and actually apply them. This is shown most clearly in the final project but the Level 5 quantitative and qualitative methods modules also allow for this.</p>
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findings, employing evidence-based reasoning and examining practical, theoretical and ethical issues relevant to the research.		
<b>11d. Transferable skills</b>	<b>The means by which these outcomes are achieved and demonstrated</b>	<b>The means by which these outcomes are demonstrated</b>
<p>D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience.</p> <p>At Levels 4-6:</p> <p>D1 Use diverse communication and information technologies effectively</p> <p>D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures.</p> <p>D3 Work effectively as an independent learner taking personal responsibility for their own efforts and outputs.</p> <p>D4 Apply research techniques to design and implement ethically sound studies.</p> <p>D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.</p>	<p>Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students’ progress, culminating in the writing of the Dissertation.</p> <p>Modules promote practical application of concepts to situations and that a student may develop further in their project topic at level 6 if they wish.</p> <p>Communication skills are formally tested within assignments although these are mainly written. The nature of enquiry will in addition require that students develop an ability to communicate their ideas and receive responses. In undertaking the ethics approval process there is the potential for discussion and negotiation to ensure acceptability of ideas.</p> <p>As work becomes progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5). Students are required to complete a number of assignments and a project in level 6 that demonstrate independence, originality, critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)</p>	<p>There are formal opportunities to evidence these skills through the assessment process but there are also activities that underpin this. Negotiating ethical approval and arranging for interviews or for the use of questionnaires are essential for the successful completion of the course. The nature of online learning also places high demands on a student as regards the need for self-management and self-reliance and although there is strong support provided from induction onwards these attributes will be constantly demonstrated by learners. (See Annex: Mapping of intended programme learning outcomes and modules)</p>

## 12. Graduate Attributes and the means by which they are achieved and demonstrated

### Graduate Attributes

The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes

- E01 –Discipline Expertise
- E02 – Effective Communication
- E03 – Responsible Global Citizenship
- E04 - Professional Skills
- E05 - Reflective Practitioner
- E06 - Lifelong Learning

All six attributes are relevant to this programme.

### The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

## 13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity.

### For Online Learners:

#### Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves.
- Podcasts and narrated PowerPoints

### For Blended Learners:

#### Synchronous

- Face to face activity workshops and seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work

Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

#### 14. Assessment methods and strategies

The course provides a varied diet of assessments ranging from time-constrained activities through to the dissertation. The range of assessment methods used is given below with examples of modules where they will be found.

The 'Time Constrained Assignment' is time constrained in a way similar to open book examinations but not taken under examination conditions. Essentially a set of questions is released at 2 pm GMT and must be submitted before the same time the following day. Irrespective of where in the world that they are, all students have an equal number of normal waking hours to complete the work. The main assessment for the Project is a 9,000-word output. Formative feedback will be provided through ongoing tutor support and comment on both a plan and the final draft, but an interim assessment is also included.

##### Level 4

Module Title	
Introduction to studying psychology	1 x psychology essay (2000 words) 1 x reflective account on skills (1500 words)
Introduction to social and developmental psychology	1 x essay (2000 words) 1 narrated PowerPoint presentation
Introduction to biological and cognitive psychology	1 x essay (2000 words) 1 x narrated PowerPoint presentation
Introduction to research methods I	1 x research design (method section; 1500 words) 1 x 2000 words essay
Introduction to research methods II	Data analysis and Report (1000 words) Time constrained assignment using SPSS.
Key studies in psychology	3 hour exam

##### Level 5

Module Title	
Quantitative research methods	1 x 2000 words research report on a mini-project Time constrained assessment.
Qualitative research methods	2 x research report (2000 words each)
Personality and intelligence	1 x 2000 words essay 1 x 1000 words report evaluating psychometric tests 1 x 1000 word case study
Social psychology	Time constrained assignment
Brain and behaviour	Time constrained assignment
Advanced topics in cognitive psychology	1 x journal article review (2000 words) 1 x essay (2000 words)

##### Level 6

Module Title	
Research project	Proposal

	Introductory Chapter Final Report (9000 words)	
Contemporary developmental psychology	3 hour exam	
Cross-cultural psychology	Extended essay (4000 words)	
Occupational psychology	Case Study (4000 words)	
Mental health and illness	Case Study (4000 words)	

### 15. Employability

The nature of this programme is that it is intended to be professionally oriented. The design process has incorporated BPS requirements and the intent is to obtain accreditation prior to launch. Although not all graduates would then become professional psychologists it is assumed that this is the career goal for most students. The emphasis will therefore be on providing the skills and knowledge needed to achieve this. The use of Abintegro to provide support in skills such as cv development and interview techniques is an important element of the Arden offering. In addition, it is intended to ensure that links with industry are provided through online guest speaker slots which all students can attend.

### 16. Entry Requirements

- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) or interview taking into account:
  - their motivation for undertaking the programme
  - relevant work experience
  - prior qualifications
  - references

### 17. Programme Structure

#### Level 0

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	
	Using Numeracy, Data & IT	20	C	
	Research Skills and Using Information	20	C	
	Values, Ethics & Working Collaboratively	20	C	
	Crime and Law in Context	20	C	
	Psychology of Everyday Life	20	C	

#### Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
PSY4001	Introduction to studying psychology	20	C	Coursework
PSY4002	Introduction to social and developmental psychology	20	C	Coursework

PSY4003	Introduction to biological and cognitive psychology	20	C	Coursework
PSY4004	Introduction to research methods I	20	C	Coursework and Examination
PSY4005	Introduction to research methods II	20	C	Coursework and Examination
PSY4006	Key studies in psychology	20	C	Exam

#### Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
PSY5001	Quantitative research methods	20	C	Proposal Coursework and Time Constrained Assessment
PSY5002	Qualitative research methods	20	C	Proposal Coursework
PSY5003	Personality and intelligence	20	C	2 x Coursework
PSY5004	Social psychology	20	C	Time Constrained Assignment
PSY5005	Brain and behaviour	20	C	Time Constrained Assignment
PSY5006	Advanced topics in cognitive psychology	20	C	Coursework

#### Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES6003	Research project	40	C	Coursework
PSY6001	Contemporary developmental psychology	20	C	Exam
PSY6002	Cross-cultural psychology	20	C	Extended Essay
PSY6003	Occupational psychology	20	C	Coursework
PSY6004	Mental health and illness	20	C	Coursework

<b>18. Subject: C800</b>	<b>Select from:</b> <a href="https://www.hesa.ac.uk/component/content/article?id=1787">https://www.hesa.ac.uk/component/content/article?id=1787</a>
<b>Last Updated: 03.06.19</b>	

#### Mapping of Programme Learning Outcomes and Modules – Level 0

		Programme Learning Outcomes	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
				Modules				
<b>Level 0</b>	Developing Academic Skills	C	√		√	√	√	
	Using Numeracy, Data & IT	C			√			
	Values, Ethics & Working with Others	C	√	√			√	
	Research Skills and Using Information	C	√		√	√	√	
	Crime and Law in Context	C	√	√		√	√	
	Psychology of Everyday Life	C	√	√		√	√	

Mapping of Programme Learning Outcomes and Modules – Levels 4-6

Programme Learning Outcomes  Modules		Module Type (Compulsory (C) or Option (O))	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Level 4	Introduction to studying psychology	C	✓						✓	✓	✓									
	Introduction to social and developmental psychology	C	✓						✓	✓	✓									
	Introduction to biological and cognitive psychology	C	✓						✓	✓	✓									
	Introduction to research methods I	C		✓					✓			✓								
	Introduction to research methods II	C		✓					✓			✓								
	Key studies in psychology	C	✓						✓	✓	✓									
Level 5	Quantitative research methods	C				✓							✓			✓				
	Qualitative research methods	C				✓							✓			✓				
	Personality and intelligence	C			✓								✓	✓	✓	✓				
	Social psychology	C			✓								✓	✓	✓	✓				
	Brain and behaviour	C			✓								✓	✓	✓	✓				
	Advanced topics in cognitive psychology	C			✓								✓	✓	✓	✓				
Level 6	Research project	C															✓	✓	✓	✓
	Contemporary developmental psychology	C						✓									✓	✓		✓
	Cross-cultural psychology	C					✓										✓	✓		✓
	Occupational psychology	C					✓										✓	✓		✓
	Mental health and illness	C					✓										✓	✓		✓