University of
Greater Manchester

BSc (Hons) Psychology with foundation year

PSY001-F-RGL-2X-01 Full-time

Awarding Institution	University of Bolton
Teaching Institution	Regent College London
HECOS Code	100497
Language Of Study	English
Notes:	

Professional Accreditation

None Associated with this programme

Programme Awards

Title	Type	Level	Description
Honours Degree (BSc (Hons))	Final Award	Level 6	Psychology
Diploma of Higher Education (DipHE)	Exit or Fallback Award	Level 5	Psychology
Certificate of Higher Education (CertHE)	Exit or Fallback Award	Level 4	Psychology
Foundation Certificate (FndCert)	Exit or Fallback Award	Level 3	Psychology

Benchmark Statements

The following benchmark statements apply to this programme:

- Psychology 2019

Internal and External Reference Points

1. Office for Students Sector Recognised Standards
2. UK Quality Code for Higher Education
3. The University of Bolton awards framework

Other Points of Reference

No other references apply to this Programme.

General Entry Requirements

You should have a minimum of two GCE A2-level passes (or equivalent), including any subject; and five GCSEs at grade C or above (or equivalent), including Mathematics and English. You may be required to attend an interview and/or provide a portfolio of work. If English is not your first language you will need to complete a Secure English Language Test at IELTS 6.0 or equivalent.

Additional Criteria

- The University may admit applicants who do not have the Level 3 qualification in an appropriate area but who hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Level 3.
- Equivalent EU, Scottish, or Irish qualifications.
- Equivalent Edexcel/BTEC qualifications.
- Cases may be dealt with by the Admissions Tutor on an individual basis. These will follow the University's Recognition of Prior Certificated Learning (RPCL), the Recognition of Prior Experiential Learning (RPEL) and non-standard admissions procedures.

Additional Admission Matters

There are no additional Admission Matters associated with this Programme.

Aims of the Programme

The principal aims of the programme are to:

- Introduce students to a wide range of perspectives in modern psychology
- Introduce students to key conceptual issues and controversies in psychology

- Develop students' skills of empirical investigation
- Sensitize students to ethical issues and their appropriate resolution in psychological research
- Develop an understanding of a range of applications of psychology
- Develop students' powers of critical analysis and evaluation
- Develop students' transferable skills
- Encourage independent learning in psychology
- Emphasize the diversity of psychology and to support your interests, skills and understanding across many areas and facets of the discipline

Distinctive Features of the Programme

- The learning environment is characterised by: supportive and approachable staff in psychology with a diverse range of research interests; use of innovative methods of teaching and assessment; laboratory facilities for work of an experimental nature.

Learning Outcomes

Knowledge & Understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

- The scientific orientation central to the discipline and alternatives to it
- The key theories, conceptual frameworks, and debates central to the discipline
- The range of empirical methods used to study human behaviour and awareness of any limitations associated with their use
- A range of applications of psychological theory in contemporary society
- The boundaries of psychology and the discipline's relationship with other cognate disciplines
- A defined body of psychological knowledge informed by current research, and appreciation of the limits of that knowledge

Cognitive, Intellectual or Thinking Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Critically analyze and ability to develop an argument
- Employ evidence-based reasoning to make informed judgements
- Apply creative thinking
- Understand data sets and identify relationships
- Generate and explore research questions in a systematic way
- Apply independent learning and problem solving
- Apply and integrate findings across multiple perspectives

Practical, Professional or Subject-specific Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Carry out empirical studies involving a variety of methods of data collection
- Analyze data using quantitative and qualitative research methods and interpreting the results of the analysis
- Carry out a systematic search, review and evaluation of psychological research findings (including electronic sources of information)
- Apply critical analysis and evidence-based reasoning to current research to identify a focus for further development
- Design, and execute an original, independent piece of research in an area of psychology having due regard for ethical issues
- Report research in an appropriate format
- Show psychological awareness and understanding applicable to a range of situations and careers that can be used to enhance human experience

Transferable, Key or Personal Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Communicate effectively orally and in writing
- Problem solve and reason systematically
- Use numerical and quantitative skills appropriate to carrying out independent research
- Competently use information technology
- Engage in self-management including time-management and the willingness to take responsibility for thoughts and actions
- Engage in independent learning and critical self-reflection as a basis for personal development and life-long learning
- Engage in supportive peer collaboration and constructive criticism
- Evaluate strengths and weaknesses and intervene appropriately
- Reflect upon academic and personal development
- Evaluate progress and performance in relation to long term academic and career progression
- Clearly communicate complex ideas either verbally and/or in writing, and construct coherent arguments using language appropriate to your programme of study.

Programme Structure

The programme comprises 480 credits, made from 120 credits each at Levels Level 3, HE4, HE5 & HE6. Level 3 consists of modules covering broad aspects of social science. If English is your second language and you feel you need extra help with your language skills, you have the option of studying specialist language modules during the foundation year of the programme which are shown as EFP3003, 3004 and 4007 in the module list.

Validated Modules

Title	Module Code	COE[1]
Academic Language and Skills 1	EFP3003	O
Academic Language and Skills 2	EFP3004	O
Academic Language and Skills 5	EFP4007	O
Self-reflection and Self-presentation	FND3008	C
Research Methods in Social Science	FND3009	C
Perspectives in Psychology	FND3010	C
Key Studies in Psychology	FND3011	C
Understanding the Person	PSC4009	C
Contemporary Issues in Psychology	PSC4010	C
Application of Psychology	PSC4011	C
Introduction to Research Methods in Psychology	PSC4001	C
Cognitive and Biopsychological Perspectives	PSC4003	C
Exploring Psychology	PSC4012	C
Cognitive Psychology	PSC5004	C
Biopsychology	PSC5005	C
Social and Critical Psychology	PSC5006	C
Research Methods in Psychology	PSC5007	C
Personality and Developmental Psychology	PSC5011	C
Assessment in Psychology	PSC5014	C
The Honours Project	PSC6001	C
Psychology of Loss and Trauma	PSC6008	O
The Therapeutic Process	PSC6011	O
Cyber Psychology and New Media	PSC6018	O
Social Neuroscience	PSC6019	O
Applied Experience	PSC6020	C
Psychology of Mental Health	PSC6024	O
Psychology of Sport and Exercise	PSC6025	O
Psychological Wellbeing in the Workplace	PSC6026	O
Young Life and the Mind	PSC6027	O

[1]Core, Optional, Elective

Learning & Teaching Strategies

The overall teaching and learning strategy for Psychology is 'student centered'. A variety of teaching and learning methods are employed in order to ensure the acquisition and development of appropriate concepts, knowledge and skills and to achieve the stated learning outcomes. Active learning is promoted via: practical classes; laboratory workshops; seminars; tutorials; self-directed study; lectures; video viewing and analysis; IT sessions; and guided study. We are also committed to a blended learning approach that maximises the strengths of face-to-face learning with a breadth of multimedia e-learning resources. All modules have a presence on Moodle (our Virtual Learning Environment) and all lecture materials as well as additional resources are available to you here. You can also use Moodle to communicate with fellow students on that Module as well as the teaching team. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate.

Learning Activities (KIS entry)

Course Year	Level 3	HE4	HE5	HE6	HE7
Scheduled learning and teaching activities	45%	34%	26%	20%	n/a
Guided independent study	55%	66%	74%	75%	n/a
Placement/study abroad	n/a	n/a	n/a	5%	n/a

Assessment Strategy

The obvious and primary function of the assessment strategy is to help you organise and develop your learning and to evaluate your achievement of the stated learning outcomes. Hence assessment tasks are linked to the learning outcomes of each module and are completed at selected points within the module (chosen to facilitate student learning via feedback on the tasks). Many different forms of module assessment are employed including time-limited examinations (seen or unseen), essays, practical reports, statistical assignments, seminar presentations, portfolios, poster presentations, in-class assessments of various types and project. Much of your assessed work is submitted online via Moodle

with feedback also given through the VLE. In addition to assessed work that contributes to your overall module grade, you will also take part in 'formative assessment'. This is designed to provide you with feedback on your progress and can help you develop your skills and understanding of your own strengths and weaknesses. This formative assessment takes place during lectures and workshops, as well as using activities on Moodle.

Assessment Methods (KIS entry)

Course Year	Level 3	HE4	HE5	HE6	HE7
Written exams	n/a	33%	50%	n/a	n/a
Coursework	100%	66%	50%	100%	n/a
Practical Exams	n/a	n/a	n/a	n/a	n/a

Assessment regulations

Assessment Regulations for Undergraduate Programmes apply to this programme.

Grade Bands & Classifications

Undergraduate Honours Degree

Regulations can be found at: http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx

Role of External Examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for Student Learning

- The programme is managed by a Programme Leader
- Each student has a Personal Tutor who is responsible for support and guidance
- Feedback is available on formative and summative assessments
- The opportunity to develop skills for employment
- The online Student Information – Policy Zone provides all regulatory and policy information in one place
- A subject specialist link tutor supports the programme
- Induction/Welcome Week introduces the student to the University, partner and their programme
- UoB online library services are a very good source of advice and support with excellent study skills materials available
- Partner centre has study resources
- Programme Handbooks and Modules guides provide information about the programme and university/partner regulations
- Academic Partnership Manager supports the partner centre
- The partner centre provides administrative support, information and advice
- Student representative training is available online from the Student Union

Methods of Evaluating & Enhancing the Quality of Learning Opportunities

- Student Staff Liaison Committees
- Module evaluations by students
- Programme and University Student Surveys
- Annual quality monitoring and action planning through Programme Plans including data analysis, Subject Quality Enhancement Plans, School Quality Enhancement Plans, University Quality Enhancement Plan
- Peer review/observation of teaching
- Professional development programme for staff
- External Examiner reports

Sources of Information

- Student Portal http://www.bolton.ac.uk/Students/Home.aspx
- Students Union https://www.boltonsu.com/
- External Examiner Report https://www.bolton.ac.uk/Quality/EEE/ExternalExaminersReports/
- Careers http://www.bolton.ac.uk/careers
- Regent College, London https://www.rcl.ac.uk/