



**BISHOP  
GROSSESTE  
UNIVERSITY**

**Programme Area: Education, Health and Lifelong  
Learning**

## **BA (Hons) Psychology and Early Childhood Studies with Foundation Year**

### **Programme Specification**

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

|          |   |  |
|----------|---|--|
| <b>1</b> | <b>BGU approval – date and outcome of last approval</b>           | <b>28 March 2022</b><br>Amendment to delivery map April 2024<br>Amendment (May 2024)<br>Amendment September 2025   |
| <b>2</b> | <b>Next Scheduled Review Date: [Month/Year]</b>                   | March 2028<br><b>Foundation Degree &amp; Combined Honours</b><br>Curriculum specifically attached to this programme specification will be reviewed at the same time. |
| <b>3</b> | <b>Programme Specification - Effective date: [Day/Month/Year]</b> | Foundation Year: 01 September 2022<br><br>BA (Hons) Psychology and Early Childhood Studies: 01 September 2023  |
| <b>4</b> | <b>Version Number</b>   | 1.3  |

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*

***The information in this document is organised into the following sections:***

- Section A – Administrative and Regulatory Information*
- Section B – Outcomes*
- Section C – Structure*
- Section D – Teaching, Learning and Assessment*
- Section E – Programme Management*
- Section F – Mapping*
- Section G – Graduate Attributes*
- Section H – Log of Modifications*

## **Part 1**

# **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**

# SECTION A (YEARS 1-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: ADMINISTRATIVE AND REGULATORY INFORMATION

|   |   |
|---|---|
| <b>1</b>  | <b>Programme Specification Title</b>          |
| BA (Hons) Psychology & Early Childhood Studies with Foundation Year |   |
| <b>1a</b>   | <b>Programme Code</b>                         |
| BAPSEC01F22   |   |
| <b>2</b>  | <b>Brief Summary (for Marketing Purposes)</b> |

## **Foundation Year:**

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.

Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life. This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

## **BA (Hons) Psychology and Early Childhood Studies:**

The BA (Hons) Psychology & Early Childhood Studies joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects their passion and interests in the chosen subjects. The combination of the two subjects offers students the opportunity to apply psychological knowledge to educational settings. The joint honours degree may expand career options and lead to a broader range of transferable skills.

Teaching and learning on the programme are research-led and informed, enabling students to develop transferrable skills in data management and analysis using a wide range of both quantitative and qualitative methods. Students work with a research-active, expert team and are introduced to the relevance and practical applications of psychological and educational knowledge through research opportunities. Students will engage in a diverse range of assessments to demonstrate their learning.

The specific psychology modules studied on the BA (Hons) Psychology and Early Childhood Studies offers students on this programme eligibility for the *Graduate Basis for Chartership* with The British Psychological Society (BPS). Students will be immersed within a contemporary curriculum based on innovative research.

|           |   |  |            |                                 |
|-----------|---|--|------------|---------------------------------|
| <b>3</b>  | <b>Awarding institution</b>   | Bishop Grosseteste University  |            |                                 |
| <b>3a</b> | <b>Programme Length</b>   | <b>Full-Time</b><br>4 Years  |            |                                 |
| <b>3b</b> | <b>Mode(s) of Study</b>   | Full-time  |            |                                 |
| <b>4</b>  | <b>Home Academic Programme Portfolio</b>                              | Education, Health and Lifelong Learning  |            |                                 |
| <b>5</b>  | <b>HECoS/UTT/UCAS code(s)</b>   | <b>HECoS/CAH2</b><br><br>100493<br>(CAH04-01-02)<br>applied<br>psychology<br><br>100457<br>CAH15-04-02<br>(Early Childhood<br>Studies)                         | <b>ITT</b> | <b>UCAS code</b><br><b>C8XF</b> |
| <b>6</b>  | <b>Framework for HE Qualifications<br/>position of final award(s)</b> | Foundation Year: Non-award bearing (Level 4)<br><br>Psychology and Early Childhood Studies:<br>Certificate (Level 4)<br>Diploma (Level 5)<br>Honours (Level 6) |            |                                 |
| <b>7</b>  | <b>Alignment with University Credit<br/>Framework</b>                 | Foundation Year: Non-award bearing (Level 4)<br><br>Psychology and Early Childhood Studies: Undergraduate  |            |                                 |
| <b>8</b>  | <b>Compliance with University<br/>Assessment Regulations</b>          | <i>Regulations for Undergraduate Awards, and<br/>Supplement to the Regulations for Undergraduate<br/>Awards with Foundation Year.</i>                          |            |                                 |
| <b>9</b>  | <b>Progression routes with Foundation<br/>Degree (FdA) or Top-up</b>  | n/a  |            |                                 |

## Awards

|            |   |  |
|------------|---|--|
| <b>10</b>  | <b>Final Award title</b>                | BA (Hons) Psychology & Early Childhood Studies with Foundation Year<br><br>Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year. |
| <b>10a</b> | <b>Exit or Fall back Award title(s)</b> |  |

|            |   |  |
|------------|---|--|
|            |   | CertHE Psychology & Early Childhood Studies<br>DipHE Psychology & Early Childhood Studies<br>BA Psychology & Early Childhood Studies |
| <b>10b</b> | <b>Pathway</b>  | <i>n/a</i>   |
| <b>11</b>  | <b>(i) Combined Honours Awards available e.g.:</b> <ul style="list-style-type: none"><li>• BSc/BA (Hons) XX</li><li>• BSc/BA (Hons) XX and YY</li></ul> | <i>n/a</i>   |

## Arrangements with Partners

|           |  |              |                                   |
|-----------|--|--------------|-----------------------------------|
| <b>12</b> | <b>Approved Collaborative partner(s)</b>       | Partner Name | Type of Collaborative Partnership |
|           |  |              | <i>n/a</i>                        |
| <b>13</b> | <b>Articulation Arrangements with Partners</b> | Partner Name | Details of Arrangements           |
|           |  |              | <i>n/a</i>                        |

## Professional, Statutory and Regulatory Bodies

|           |  |   |
|-----------|--|---|
| <b>14</b> | <b>PSRB(s) associated with final award of any route within the programme specification</b> | British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in Psychology (2019). |
| <b>15</b> | <b>Date and outcome of last PSRB approval/accreditation</b>                                | 2015 Successful   |
| <b>16</b> | <b>Expiry Date of PSRB approval</b>  | 2019/2020   |

## **Part 2**

### **PROGRAMME CONTENT**

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

|   |                                    |
|---|------------------------------------|
| <b>17</b>   | <b>QAA Benchmark Statement(s)</b>  |
| The programme has been written to correspond closely with the:  |                                    |
| <ul style="list-style-type: none"> <li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li> <li>• <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ)</li> <li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li> <li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li> </ul>   |                                    |
| <b>18</b>   | <b>Programme Aim</b>               |
| <p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> <li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li> <li>• Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts</li> <li>• Support learners to become self-directed learners in preparation for undergraduate study</li> <li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li> </ul> <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p> |                                    |
| <b>19</b>   | <b>Programme Specific Outcomes</b> |
| <p><b>(a) Final Award Learning Outcomes</b></p> <p><b>Students successfully completing the Foundation Year will be able to:</b></p> <p><b>K&amp;U 1:</b> Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p>   |                                    |

**SPS 1:** Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

**SPS 2:** Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

**IS 1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

**TS 1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively

**TS 2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

|           |   |
|-----------|---|
| <b>20</b> | <b>PGCE or Exit Award Learning Outcomes</b> |
|-----------|---|

There is no premature exit award for this one-year, non-award bearing programme.

## SECTION B2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: OUTCOMES

|  |  |
|--|--|
| <b>17</b>  | <b>QAA Benchmark Statements</b>  |
| The joint degree is aligned with the QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2018) and QAA Subject Benchmark statements for Psychology (QAA, 2019) and QAA Subject Benchmark for Early Childhood Studies (2019).   |  |
| <b>18</b>  | <b>Programme Aim</b>   |
| <p><b>The aims of the BA (Hons) Psychology and Early Childhood Studies are to:</b></p> <ul style="list-style-type: none"> <li>provide students with a comprehensive and critical understanding of the scope of both of the disciplines through active learning experiences that allow them to understand the ways that psychological and educational theory and concepts are applied in practice;</li> <li>provide students with extensive research training that develops psychological and educational research skills which, in turn, allows them to undertake their own research;</li> <li>allow students to follow programmes of study that enable them to study aspects of psychology and Early Childhood Studies in more detail and to develop expertise based on their interests;</li> <li>enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.</li> <li>prepare students for further postgraduate study generally but specifically: <ul style="list-style-type: none"> <li>For psychology to pursue careers as academic or practitioner psychologists (via their BPS eligibility status)</li> <li>For Early Childhood Studies to Introduce students to the philosophy and theory underpinning early childhood education and care which can be applied to their own practice;</li> </ul> </li> </ul> |  |
| <b>19</b>  | <b>Programme Specific Outcomes</b>   |
| <b>(a)</b>   | <p><b><u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of <b>BA (Hons) Psychology &amp; Early Childhood Studies</b>, students will be able to:</p> <p><b>Knowledge &amp; Understanding (K&amp;U) Psychology</b></p> <p><b>KU1</b> Demonstrate a comprehensive, sophisticated, and critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology, as prescribed by the British Psychological Society (BPS), Partnership &amp; Accreditation Committee (PAC).</p> <p><b>KU2</b> Articulate the scope of psychology as a discipline from both an historical and a contemporary perspective, and to select appropriate sources to discuss issues at the forefront of the discipline.</p> <p><b>KU3</b> Demonstrate a balanced, in-depth, and critical understanding of the relationship between theory and method in the discipline of Psychology.</p> |

**KU4** Apply psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

### **K&U Early Childhood Studies**

- **KU1** Demonstrate a systematic knowledge and conceptual understanding of the underpinnings of early childhood studies as a subject area and develop a conceptual understanding of its origins, development and limitations;
- **KU2** Demonstrate an in-depth, systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities, from a psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, some of which is at or informed by the forefront of the discipline;
- **KU3** Demonstrate a critical working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities;
- **KU4** Demonstrate an in-depth and systematic knowledge of a range of research paradigms, research methods and measurement techniques and show an awareness of their limitations in the field of study.

### **Subject Specific Skills (SPS) Psychology**

**SPS1** Formulate sophisticated and advanced arguments through critical learning and research in a range of psychological contexts.

**SPS2** Evaluate critically and objectively the significance and validity of established evidence and, where appropriate, make clear their own theoretical orientation.

**SPS3** Act with autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4** Demonstrate comprehensive and detailed awareness of personal responsibility and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5** Identify and deploy accurately established analytic techniques to empirical data, interpret outputs and present findings in an intelligible format.

### **SPS Early Childhood Studies**

- **SPS1** Show a highly developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities;
- **SPS2** Analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time place and culture and be able to make critical judgements and arguments relating to the discipline;

- **SPS3** Demonstrate a well-developed ability to plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies' and young children's health and emotional well-being;
- **SPS4** Have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities and be able to use skills of observation and analysis in relation to aspects of lives of babies and young children.

### **Intellectual Skills (IS) Psychology**

**IS1** Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2** Abstract, synthesize and analyze secondary and primary sources.

**IS3** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable, and complex nature.

### **IS Early Childhood Studies**

- **IS1** Present a wide range of theoretical positions and justify a well-informed and insightful viewpoint;
- **IS2** Critically evaluate particular aspects of current research or equivalent advanced scholarship in Early Childhood Studies;
- **IS3** Appreciate the uncertainty, ambiguity and limits of knowledge in Early Childhood Studies;
- **IS4** Approach problem solving in a systematic way and present information to others in a variety of appropriate forms, using ideas and techniques some of which are at the forefront of the discipline

### **Transferable Skills (TS) Psychology**

**TS1** Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with minimum guidance.

**TS2** Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3** Confidently and correctly use a range of software applications both discipline-based and generic IT packages.

**TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Articulate and reflect on their own learning and skills development in order to construct effective and evidence-based applications for employment or further study.

### **TS Early Childhood Studies**

- **TS1** Develop a range of employability/business skills appropriate to early childhood studies;
- **TS2** Have the ability to write for different purposes which include persuasion, explanation, evaluation and judgement, hypothesis and summary, and present the information in a variety of appropriate and innovative forms;

- **TS3** Use sophisticated communication skills necessary to converse, debate, negotiate, persuade and challenge the views of others;
- **TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team and exercise initiative, personal responsibility and decision making in complex and unpredictable contexts;

|           |                                     |
|-----------|-------------------------------------|
| <b>20</b> | <b>Exit Award Learning Outcomes</b> |
|-----------|-------------------------------------|

On successful completion of a Level 4 CertHE Psychology & Early Childhood Studies, students will be able to:

**K&U Psychology**

**KU1a** Demonstrate an initial knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2a** Describe the scope of psychology as a discipline from an historical and a contemporary perspective, and with guidance select appropriate sources to discuss issues at the forefront of the discipline.

**KU3a** Demonstrate an understanding of key theories and methods in the discipline of Psychology.

**KU4a** Begin to demonstrate psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

**SPS Psychology**

**SPS1a** Formulate arguments through guided reading and research in a range of psychological contexts.

**SPS2a** Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

**SPS3a** Undertake psychological research and evaluate primary and secondary evidence with guidance and direction.

**SPS4a** Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in psychology projects.

**SPS5a** Demonstrate an introductory knowledge of established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format according to guidance.

**IS Psychology**

**IS1a** Begin to develop sound arguments on specialist subject matter adopting an evidence-based position.

**IS2a** Articulate an understanding of the difference between secondary and primary sources.

**IS3a** With guidance, begin to apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

## TS Psychology

**TS1a** Articulate the importance of effective time and resource management in relation to their own learning, be able to reflect upon their own learning and be able to work with guidance.

**TS2a** Demonstrate a range of oral, written and presentation skills for a specialist audience.

**TS3a** Correctly use a range of software applications, selecting both discipline-based and generic IT packages with guidance.

**TS4a** Plan and manage their own time in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5a** Audit their own learning and skills development with guidance and identify areas for further development.

On successful completion of a Level 5 DipHE Psychology and Early Childhood Studies students will be able to:

## K&U Psychology

**KU1b** Demonstrate a critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2b** Articulate the breadth of particular disciplines in psychology from both an historical and a contemporary perspective and select appropriate sources to discuss issues at the forefront of the discipline.

**KU3b** Demonstrate a critical understanding of the relationship between theory and method in the discipline of Psychology.

**KU4b** Apply psychological knowledge with guidance and recognise the major intra-disciplinary boundaries and divisions.

## SPS Psychology

**SPS1b** Formulate sophisticated arguments through critical learning and research in a range of psychological contexts.

**SPS2b** Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

**SPS3b** Act with some autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4b** Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5b** Identify and deploy accurately established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format with limited guidance.

## IS Psychology

**IS1b** Articulate arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2b** Abstract and analyse secondary and primary sources.

**IS3b** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature with limited guidance.

## TS Psychology

**TS1b** Demonstrate time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with limited guidance.

**TS2b** Demonstrate a wide range of oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3b** Correctly use a range of software applications, selecting both discipline-based and generic IT packages with limited guidance.

**TS4b** Plan and manage their own time with some guidance in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5b** Articulate their own learning and skills development in order to develop a reflective and evidence based skills audit.

## Learning outcomes for Cert.HE (Level 4) and Dip.HE (Level 5):

Students awarded the Certificate of Higher Education will be able to:

- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of the area of study;
- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

Students awarded the Diploma of Higher Education will be able to:

- demonstrate knowledge and critical understanding of the well-established principles of the area(s) of study, and of the way in which those principles have developed
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- demonstrate knowledge of the main methods of enquiry in subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

***In order to qualify for an Ordinary Degree (Level 6):***

- *The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the University Website).*

## SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

|            |   |
|------------|---|
| <b>21a</b> | <b>Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b> |
|------------|---|

### Level 4

| <b>September</b>           |                              | <b>January</b>                   |                              |
|----------------------------|------------------------------|----------------------------------|------------------------------|
| FDY00120 Self As Learner   | FDY00220 Resourcing Learning | FDY00520 Effective Communication | FDY00620 The Digital Learner |
| FDY00320 Critical Thinking | FDY00420 Critical Engagement | FDY00720 Reflective Learning     | FDY00820 Academic Writing    |

|            |                         |
|------------|-------------------------|
| <b>21b</b> | <b>Module Structure</b> |
|------------|-------------------------|

### Level 4

| <b>Core Modules</b> |               |                         |                        |                      |
|---------------------|---------------|-------------------------|------------------------|----------------------|
| <b>Code</b>         | <b>Status</b> | <b>Module Title</b>     | <b>Period (number)</b> | <b>No of credits</b> |
| FDY00120            | CORE          | Self As Learner         | 1 (Autumn)             | N/A                  |
| FDY00220            | CORE          | Resourcing Learning     | 1 (Autumn)             | N/A                  |
| FDY00320            | CORE          | Critical Thinking       | 1 (Autumn)             | N/A                  |
| FDY00420            | CORE          | Critical Engagement     | 1 (Autumn)             | N/A                  |
| FDY00520            | CORE          | Effective Communication | 2 (Spring)             | N/A                  |
| FDY00620            | CORE          | The Digital Learner     | 2 (Spring)             | N/A                  |
| FDY00720            | CORE          | Reflective Learning     | 2 (Spring)             | N/A                  |
| FDY00820            | CORE          | Academic Writing        | 2 (Spring)             | N/A                  |

## SECTION C2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: STRUCTURE

**21a** Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

### Level 4 – 120 credits

|         |            |  |  |  |
|---------|------------|--|--|--|
| Level 4 | Semester 1 | PSY40622<br>Introduction to Psychology across the lifespan<br>15c        | PSY40522<br>Researching Psychology, I<br>30c | ECS402_1.1<br>Principles of Child Development 2: Understanding How Children Learn<br>30c |
|         | Semester 2 | PSY40822<br>Conceptual and Historical issues in Psychology (CHiP)<br>15c |  | ECS40622<br>Policy, Provision and Practice<br>30c  |

### Level 5 – 120 credits

|         |            |   |  |   |   |
|---------|------------|---|--|---|---|
| Level 5 | Semester 1 | PSY50722<br>Social Psychology<br>15c                      | PSY50822<br>Researching Psychology II<br>30c | ECS50922<br>Safeguarding children<br>15c          | ECS50722<br>Understanding Childhood<br>15c                    |
|         | Semester 2 | PSY50422<br>Personality and individual differences<br>15c |  | ECS510_1.0<br>Promoting Positive Behaviour<br>15c | ECS50622<br>The Value of Play Or GA Enhancement Module<br>15c |

### Level 6 – 120 credits

|         |            |   |   |  |  |
|---------|------------|---|---|--|--|
| Level 6 | Semester 1 | PSY607_1.1<br>Cognitive psychology<br>15c | PSY60622<br>Psychology research design and project preparation<br>15c | ECS60322<br>The Young Child in Transition: Supporting Change and Promoting Resilience<br>15c | ECS60222<br>Global and Future Childhoods<br>15c                  |
|         | Semester 2 | PSY60822<br>Biopsychology<br>15c          | PSY60122<br>Psychology dissertation<br>30c                            |  | ECS60622<br>Leading Early Childhood Pedagogy and Practice<br>15c |

|            |                         |
|------------|-------------------------|
| <b>21b</b> | <b>Module Structure</b> |
|------------|-------------------------|

**Level 4**

| <b>Core Modules</b> |           |   |                 |               |
|---------------------|-----------|---|-----------------|---------------|
| Code                | Status    | Module Title  | Period (number) | No of credits |
| PSY40622            | Mandatory | Introduction to psychology across the lifespan                      | 1               | 15            |
| PSY40822            | Mandatory | Conceptual and Historical Issues in Psychology                      | 2               | 15            |
| PSY40522            | Mandatory | Researching Psychology, I   | 4               | 30            |
| ECS402_1.1          | Mandatory | Principles of Child Development 2: Understanding How Children Learn | 1               | 30            |
| ECS40622            | Mandatory | Policy, Provision and Practice                                      | 2               | 30            |

**Level 5**

| <b>Core Modules</b>   |                            |  |                 |               |
|-----------------------|----------------------------|--|-----------------|---------------|
| Code                  | Status                     | Module Title                           | Period (number) | No of credits |
| PSY50822              | Mandatory                  | Researching Psychology II              | 4               | 30            |
| PSY50722              | Mandatory                  | Social Psychology                      | 1               | 15            |
| PSY50422              | Mandatory                  | Personality and individual differences | 2               | 15            |
| ECS50722              | Mandatory                  | Understanding Childhood                | 1               | 15            |
| ECS50922              | Mandatory                  | Safeguarding children                  | 1               | 15            |
| ECS510_1.0            | Mandatory                  | Promoting Positive Behaviour           | 2               | 15            |
| <b>Option Modules</b> |                            |  |                 |               |
| Code                  | Type                       | Module Title                           | Period (number) | No of credits |
| ECS50622              | Subject Enhancement Module | The Value of Play                      | 2               | 15            |

**Level 6**

| <b>Core Modules</b>   |           |   |                 |               |
|-----------------------|-----------|---|-----------------|---------------|
| Code                  | Status    | Module Title  | Period (number) | No of credits |
| PSY607_1.1            | Mandatory | Cognitive Psychology  | 1               | 15            |
| PSY60622              | Mandatory | Psychological research design and project preparation                     | 1               | 15            |
| PSY60822              | Mandatory | Biopsychology   | 2               | 15            |
| PSY60122              | Mandatory | Psychology dissertation   | 2               | 30            |
| ECS60322              | Mandatory | The Young Child in Transition: Supporting Change and Promoting Resilience | 1               | 15            |
| ECS60622              | Mandatory | Leading Early Childhood Pedagogy and Practice                             | 2               | 15            |
| <b>Option Modules</b> |           |   |                 |               |
| Code                  | Type      | Module Title  | Period (number) | No of credits |
| ECS60222              | Optional  | Global and Future Childhoods  | 1               | 15            |

## SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

### 22 Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

### **23 Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

## 24 | Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

| Module Code | Module Description      | Credits | Year | Assessment and learning methods |           |            |
|-------------|-------------------------|---------|------|---------------------------------|-----------|------------|
|             |                         |         |      | Exam/Written                    | Practical | Coursework |
|             |                         |         |      | %                               | %         | %          |
| FDY00120    | Self As Learner         | N/A     | 1    | -                               | -         | 100        |
| FDY00220    | Resourcing Learning     | N/A     | 1    |                                 |           | 100        |
| FDY00320    | Critical Thinking       | N/A     | 1    |                                 |           | 100        |
| FDY00420    | Critical Engagement     | N/A     | 1    |                                 |           | 100        |
| FDY00520    | Effective Communication | N/A     | 1    |                                 |           | 100        |
| FDY00620    | The Digital Learner n   | N/A     | 1    |                                 |           | 100        |
| FDY00720    | Reflective Learning     | N/A     | 1    |                                 |           | 100        |
| FDY00820    | Academic Writing        | N/A     | 1    |                                 |           | 100        |

The following table provides the indicative content of assessment tasks:

| Module                          | Unistat    | Task      | Weighting | Indicative Word Counts | Indicative Content of Assessment Tasks   |
|---------------------------------|------------|-----------|-----------|------------------------|--|
| FDY00120<br>Self As Learner     | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul> |
| FDY00220<br>Resourcing Learning | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> </ul>  |

|                                     |            |           |      |      |  |
|-------------------------------------|------------|-----------|------|------|--|
|                                     |            |           |      |      | <ul style="list-style-type: none"> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>   |
| FDY00320<br>Critical Thinking       | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul> |
| FDY00420<br>Critical Engagement     | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>   |
| FDY00520<br>Effective Communication | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>   |
| FDY00620<br>The Digital Learner     | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> </ul>   |

|  |            |           |      |      |  |
|--|------------|-----------|------|------|--|
|  |            |           |      |      | <ul style="list-style-type: none"> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul>   |
| FDY00720<br>Reflective Learning                                | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul> |
| FDY00820<br>Academic Writing                                   | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>  |
| <b>25 Inclusive Practice and Personal Development Planning</b> |            |           |      |      |  |

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

## **26 Technology Enhanced Learning**

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

## **27 Work-related Learning and/or Placement**

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

## **28 Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

## SECTION D2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: TEACHING, LEARNING AND ASSESSMENT

### 22 Curriculum Design

The BA (Hons) Psychology and Early Childhood Studies will be completed in three years of full-time study in order to achieve the programme aims and learning outcomes. This section outlines the curriculum design for each of the two disciplines which are embed their subject specific requirements and provide the student with a breadth of transferrable skills and opportunities for cross disciplinary knowledge and application. At BGU, there are some key commonalities which track across programme outcomes relating to intellectual and transferable skills for students studying all subjects. These reflect our collective understanding of the essential skills of a BG graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning

To ensure that students on this programme are eligible for the *Graduate Basis for Chartership* with The British Psychological Society by delivering the BPS core curriculum at least 60 credits of core Psychology modules have to be studied at levels 4 and 5 and 75 credits, including a psychology project studied at level 6. At Level 4 students are introduced to the history and development of Psychology as a discipline and contextualizes issues of cultural bias and ethnocentrism. Students also begin to develop their knowledge and understanding of the core areas through a year-long research-based module which frames core areas in the context of the approaches which drive the continuing development of psychological knowledge. Students are also introduced to the concept of psychological change through the framework of an introduction to developmental psychology which adopts a lifespan perspective. At Level 5, the five core areas are taught and assessed in greater depth. Specifically, students' understanding of Social Psychology; Researching Psychology II assesses students' research design and analytic skills through applied developmental research examples, and Personality and Individual Differences engages students with Psychometric training to investigate personality and individual differences. At Level 6, students engage in more in-depth exploration of the breadth of cognitive psychology and develop a critical understanding of the impact of greater understanding of biopsychological processes. In their 30 credit empirical project students demonstrate the application of their research training.

Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Psychology, and by designing and undertaking an empirical study. The successful completion of this empirical study is essential for the graduate to be eligible for Graduate Membership of the BPS.

The BA (Hons) in Psychology and Early Childhood Studies programme aims to produce high-calibre graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The curriculum design aims to equip students with the qualities and transferable skills which comprise Psychological Literacy:

- a scientific understanding of the mind, behaviour and experience, and how they interact with the complex environments in which they exist;
- knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- 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;
- to present multiple perspectives in a way that fosters critical evaluation and reflection;
- to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues, and an understanding of real life applications of theory to the full range of experience and behaviour, and the application of psychological understanding to real world questions.

The programme has been designed with appropriate reference to the academic infrastructure (*Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*, Quality Assurance Agency (QAA) 2021; the QAA *Benchmark Statement for Psychology* (2019) and the British Psychological Society (BPS) *Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology*, 2019). BPS accreditation ensures the development of, from the outset, a robust, rigorous and challenging programme, and that the highest of professional standards in ethical practice are both maintained and taught.

The Early Childhood Studies modules also reflect the relevant QAA benchmark statements which outline the interdisciplinary nature of the subject, providing a basis for professional education and training for new professional roles, with a view to expanded provision of integrated care and education for children from birth to 8 years (QAA, 2019).

The Early Childhood Studies element of the programme provides a suite of modules related to early child development, which encompass key aspects including how children develop language, the development of social and emotional skills and how children learn, this will be underpinned by appropriate theoretical frameworks as set out in the QAA benchmark statement 4.3. It is anticipated that the focus at level 4 will then provide a sound foundation for the next level of study in which modules are designed to provide a more specific focus on the areas of education, health and social care. This level of study also encourages students to consider in more depth the changing nature of childhood and construction of the child, as well as exploring more generally child advocacy reflecting QAA benchmark 3.3. This level of study also builds on the development of the professional through module ECS510\_1.0 in which students are encouraged to apply their knowledge of behaviour theories through reflecting on the skills need to promote positive behaviour in settings..

The QAA benchmark statements states, '*By the end of the course, students are required to demonstrate facility and familiarity with research in early childhood through their knowledge and understanding of different and ethical research methodologies, including, for example, research with children as active participants*' (QAA, 2019, p. 10). At levels 4 and 5 students are introduced to research through research informed teaching and through encouraging students to use empirical research to underpin academic work.

## 23 Learning and Teaching Strategies

Teaching will be delivered through interactive lectures, workshops, tutorials, and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. A core and central tool for supporting teaching and learning will be the use of Blackboard as a Virtual Learning Environment. Students will be invited to use both asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. Students will also be invited to engage with online synchronous collaborative learning spaces through *Blackboard Collaborate™* software to engage in interactive formative sessions to develop academic writing and analytic skills.

The programme team works in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies. The programme team makes effective use of BGU's *Students Creating Change* resource, which involves students in the co-creation of learning projects at both modular and programme level. This approach aligns with effective practice in student engagement in Higher Education.

In this section the specific learning and teaching strategies aligned with the two subjects are detailed.

### **Psychology**

Psychology is a research-engaged and research-based discipline and as such, robust research methods training is a core element of an undergraduate psychology degree. In addition, research training is a core element of the BPS standards for accreditation of undergraduate programmes. In accordance with BPS requirements, at least 80% of the Psychology joint honours subject curriculum content will be delivered by permanent academic Psychologists who are research active.

In the programme structures, research training has been embedded throughout the programme, and developing research design and analytic skills have been mapped against key paradigms and BPS Supplementary Guidance for research and research methods on Society accredited undergraduate and conversion programmes (2017), (see table 1). At Level 4, students are introduced to simple experimental designs and an introduction to parametric testing. As part of researching psychology, they are also introduced to qualitative research approaches.

The programme strategically and systematically builds research skills using directed independent learning from Level 5 onwards, to engage students in using their increasing knowledge of research design in producing original research projects under the guidance and direction of module leaders and tutors. At the end of Level 5, the final assessment is a group project which requires students to design, conduct and report on an original piece of psychological supervision under direction and guidance from the module leader and tutors. This small-scale empirical project enables students to experience the research process, and receive guidance and feedback before embarking on their dissertations

Table 1: Research training

| Research skills   | Module  |
|---|---|
| Simple experimental design<br>Descriptive statistics<br>Non-parametric tests<br>T-tests | PSY40522: Researching Psychology, I   |
| Complex & factorial design<br>Analysis of Variance (ANOVA)                              | PSY50822: Researching Psychology II<br>PSY607_1.1: Cognitive Psychology               |
| Regression, moderation/mediation  | PSY50822: Researching Psychology II<br>PSY50422: Personality & individual differences |
| Qualitative design  | PSY40522 & PSY50822: Research Psychology I & II                                       |
| Qualitative analysis  | PSY40522 & PSY50822: Researching Psychology, I & II                                   |

### Research ethics and integrity training

Alongside their increasing knowledge of psychological research-design and analysis, students also receive continued training in research ethics and integrity to ensure that by their final year they enter the dissertation process able to engage with institutional and professional body codes of conduct. Ethical competency is a core requirement of BPS standards, and an embedded curriculum of ethical practice underpins all Psychology modules. The scope and focus of training in ethical practice has been designed using guidance drawn from *BPS Guidance on Teaching and Assessment of Ethical Competence in Psychology Education (2015)*, (see table 2).

At Level 4, students are introduced to research ethics and will consider contemporary and historical ethical dilemmas in designing and conducting psychological research, using case studies and exercises. Students are also introduced to the *BPS Code of Human Research Ethics (2014)*; the *BPS Ethics Guidelines for Internet-*

*Mediated Research (2017) and the BPS Code of Ethics & Conduct (2018)* in accordance with section 4.2 of the aforementioned BPS guidance.

Table 2: Research ethics & integrity training

| Ethical sensitivity   | Ethical motivation   | Ethical reasoning  | Ethical implementation              |
|---|--|--|-------------------------------------|
| PSY40522 & PSY50822: Researching psychology, I<br>Researching Psychology II | PSY50422 & PSY50822: Personality & individual differences<br>Researching psychology II | PSY50422 & PSY50822: Personality & individual differences<br>Researching psychology II | PSY50822: Researching psychology II |

The Psychology subject group thrives on an environment of research integrity, featuring several additional opportunities for students to contribute to the research culture, featuring, for instance, the Summer Research Internship Scheme, the Student Research Participation scheme (managed through Sona Systems® software), and a programme of optional research seminars throughout the year.

Psychology staff are all research-active, and interest in their subjects gives students the opportunity to learn about methodological approaches, topics and skills that go above and beyond, yet compliant with, core BPS content. For instance, students can join the Dreams Lab, learn about and use Virtual Reality, and employ sophisticated qualitative methods and critical approaches. Staff deliver research seminars via the Psychology Society and via their own extensive professional networks. Staff also contribute to the BGU *Psychology, Health and Wellbeing Research and Knowledge Exchange Unit*.

### **Early Childhood Studies**

Experience of the student cohort underpins strategies for learning and teaching since historically students enter the course with non-traditional level 3 qualifications and the team recognise that students require more support in the early stages of study to support them in adjusting to the demands of study at a more advanced level. As such, a combination of lectures and seminars allows key concepts and ideas to be introduced which are then contextualised through more practical workshop activities in which ideas can be embedded. Furthermore, in acknowledgement of the need to ensure that students effectively make the transition from level 3 study to higher level study the team currently embed study skills and pastoral support into level 4 study by way of the personal tutor system. We will seek opportunities to maintain this level of support in the revalidated programme.

Face to face contact hours identified in the module specifications are timetabled as part of the university timetabling process and to avoid potential clashes between joint subjects. Each module summary describes the indicative pedagogic strategies employed within that module and gives a qualitative account of the texture of learning hours. Students will receive 12hrs of face-to-face contact time per week at level 4, 8 hrs per week at level 5 and 6 hrs per week at level 6 – the gradual reduction in face to face learning hours over the three years of study reflects the commitment to encouraging greater independence in student learning over the duration of the course. Flexibility in patterns of delivery is seen where modules are underpinned by placement experience (see section 27), or in the case of the sector-based project, which by its very nature encourages a more independent approach. In these cases, contact time is reduced to reflect the practical nature of the module.

The course team currently makes effective use of the Virtual Learning Environment (VLE) which is used to support learning during non-contact hours, through encouraging engagement with a range of suggested texts (pre- and post-session reading), involvement in blogs and wikis and preparation of materials to support activities in seminar sessions. The team will continue to develop this in the revalidated programme, identifying opportunities for on-line learning, as well as seeking to offer more online support and content delivery through the use of the VLE.

## 24 | Assessment Strategies

The assessment strategy for BA (Hons) Psychology and Early Childhood Studies supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the two subjects are outlined below.

### Psychology

#### **Assessment strategy: American Psychological Association (APA) style report writing & formulating credible analytic conclusions**

The overarching assessment strategy is to develop academic writing and skills in research reporting in preparation to produce a high-quality APA style research report as part of the dissertation module (see table 3).

At Level 4, students are supported to provide report sections based on research practical sessions conducted in small groups. At Level 5, students are encouraged and supported to write reports using structured feedback from previous assessments. Throughout Levels 4 and 5, feedback on APA reference-style reports is provided on standardised templates, to enable students to monitor and track their progression (see attached template).

Table 3: summative assessment strategy: report writing

| Lit review/rationale                  | Method section                        | Results/analysis                      | Discussion                            | APA Style Research Report             |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| PSY40822<br>Researching Psychology, I | PSY40822<br>Researching Psychology, I | PSY40822<br>Researching Psychology, I | Researching Psychology II<br>PSY50822 | Researching Psychology II<br>PSY50822 |
| Social psychology<br>PSY50722         | Researching Psychology II<br>PSY50822 | Researching Psychology II<br>PSY50822 |                                       |                                       |

In Psychology the assessment strategy scaffolds knowledge and skills development to enable students to: (1) synthesise and critically evaluate existing research and theory and (2) ultimately design, implement and report a coherent and original piece of empirical research.

The assessment strategy allows students to demonstrate their confidence in articulating their ideas and knowledge, orally (researching Psychology II; cognitive psychology), visually (Introduction to lifespan psychology; cognitive psychology) and in their academic writing (all modules).

### Early Childhood Studies

The assessment strategy has been planned to ensure that module outcomes can be met through a mixture of assessments designed to support students' transferable skills as well as enhancing their academic competence.

As such assessments will combine coursework with more practical assessments, such as oral presentations, contributions to blogs and wikis and case studies (see table below).

Assessments are designed so that an assessment type will be revisited over the duration of the course but with an increase in complexity, this allows students to develop confidence and build on their skills. For example, a presentation at Level 4 might be by way of a small group which is reduced to paired presentations at Level 5 and then individual at Level 6, allowing students to gain in confidence as they progress through the course. Assessments will also increase in size between levels of study allowing for students to demonstrate a greater depth of understanding and complexity of ideas.

Due to the smaller 15-credit modules, assessments will normally be by way of one component for each module, although this may be increased to two components in the case of 30-credit modules depending on the assessment type

| Module Code | Module Description  | Credits | Year | Assessment and learning methods |           |            |
|-------------|---|---------|------|---------------------------------|-----------|------------|
|             |   |         |      | Exam/Written                    | Practical | Coursework |
|             |   |         |      | %                               | %         | %          |
| PSY40522    | Researching Psychology, I   | 30      | 1    | 50                              |           | 50         |
| PSY40622    | Introduction to Psychology across the lifespan                      | 15      | 1    |                                 |           | 100        |
| PSY40822    | Conceptual and Historical Issues in Psychology (CHiPs)              | 15      | 1    |                                 |           | 100        |
| ECS402_1.1  | Principles of Child Development 2: Understanding How Children Learn | 30      | 1    |                                 |           | 50%<br>50% |
| ECS40622    | Policy, Provision and Practice                                      | 30      | 1    |                                 | 50%       | 50%        |
| PSY50722    | Social Psychology   | 15      | 2    |                                 |           | 100        |
| PSY50822    | Researching psychology II   | 30      | 2    |                                 | 30        | 70         |
| PSY50422    | Personality and Individual Differences                              |         |      |                                 |           | 100        |
| ECS50922    | Safeguarding children   | 15      | 2    |                                 |           | 100%       |
| ECS510_1.0  | Promoting Positive Behaviour  | 15      | 2    |                                 |           | 100%       |
| ECS50622    | The Value of Play   | 15      | 2    |                                 | 100%      |            |

|            |   |    |   |  |      |      |
|------------|---|----|---|--|------|------|
| ECS50722   | Understanding Childhood   | 15 | 2 |  |      | 100% |
| PSY607_1.1 | Cognitive Psychology  | 15 | 3 |  |      | 100% |
| PSY60822   | Biopsychology   | 15 | 3 |  |      | 100  |
| PSY60622   | Psychology research design and project preparation                        | 15 | 3 |  |      | 100  |
| PSY61022   | Psychology dissertation   | 30 | 3 |  |      | 100  |
| ECS60222   | Global and Future Childhoods  | 15 | 3 |  |      | 100% |
| ECS60322   | The Young Child in Transition: Supporting Change and Promoting Resilience | 15 | 3 |  |      | 100% |
| ECS60622   | Leading Early Childhood Pedagogy and Practice                             | 15 | 3 |  | 100% |      |

#### Indicative Assessment Strategy

| Module Code | Module Description  | Credits | Year | Indicative Assessment Type and weighting   | Indicative Assessment Loading | Indicative submission                     |
|-------------|---|---------|------|--|-------------------------------|---|
| PSY40522    | Researching Psychology, I   | 30      | 1    | Report 50%<br>Exam 50%                     | 2000 words<br>MCQ 2 hours     | January Semester 1<br>May semester 2      |
| PSY40822    | Conceptual and historical issues in Psychology (CHiPs)              | 15      | 1    | Essay 100%                                 | 200 words                     | January semester 1                        |
| PSY41022    | Introduction to Psychology across the lifespan                      | 15      | 1    | Poster presentation 100%                   | 15minutes                     | January Semester 1                        |
| ECS402_1.1  | Principles of Child Development 2: Understanding How Children Learn | 30      | 1    | Portfolio 2,000 words<br>Essay 2,000 words | 50%<br>50%                    | November Semester 1<br>January Semester 1 |
| ECS40622    | Policy, Provision and Practice                                      | 30      | 2    | Essay 2,000 words<br>Oral 10 minutes       | 50%<br>50%                    | March Semester 2<br>May Semester 2        |

|            |   |    |   |  |   |                                      |
|------------|---|----|---|--|---|--------------------------------------|
| PSY50722   | Social Psychology   | 15 | 2 | Literature Review 100%                 | 2500 words                                  | January Semester 1                   |
| PSY50822   | Researching Psychology II   | 30 | 2 | Portfolio 70% Video paper 30%          | 3000 words (2x1500 word reports) 20 minutes | January Semester 1<br>May Semester 2 |
| PSY50422   | Personality and Individual Differences                                    | 15 | 2 | Report 100%                            | 2500 words                                  | May Semester 2                       |
| ECS50922   | Safeguarding children   | 15 |   | Essay 2,500 words                      | 100%  | November Semester 1                  |
| ECS510_1.0 | Promoting Positive Behaviour  | 15 |   | Mixed Media 2,500 words                | 100%  | January Semester 1                   |
| ECS50622   | The Value of Play   | 15 |   | Oral Presentation 10 mins              | 100%  | March Semester 2                     |
| ECS50722   | Understanding Childhood   | 15 |   | Essay 2,500 words                      | 100%  | May Semester 2                       |
| PSY61022   | Psychology Dissertation   | 30 | 3 | Empirical research report 100%         | 6000-8000 words                             | May Semester 2                       |
| PSY607_1.1 | Cognitive psychology  | 15 | 3 | Report 100%                            | 3000 words                                  | January semester 1                   |
| PSY60822   | Biopsychology   | 15 | 3 | Essay 100%                             | 3000 words                                  | May Semester 2                       |
| PSY60622   | Psychology research design and project preparation                        | 15 | 3 | Ethics pack and research protocol 100% | 3000 words                                  | December Semester 1                  |
| ECS60222   | Global and Future Childhoods  | 15 |   | Mixed Media 3,000 words                | 100%  | November Semester 1                  |
| ECS60322   | The Young Child in Transition: Supporting Change and Promoting Resilience | 15 |   | Essay 3,000 words                      | 100%  | January Semester 1                   |
| ECS60622   | Leading Early Childhood Pedagogy and Practice                             | 15 |   | Oral Presentation 20 Minutes           | 100%  | May Semester 2                       |

## 25 Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience, and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge, and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

The structure of Psychology modules aligns to the development of BGU Graduate attributes as follows:

**1: Academic Literacies** - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed at Level 4 from semester 1 onwards, as students engage with evaluating original research papers in considering the relevance of classic studies as part of their introduction to conceptual and historical issues in Psychology assignment. At Level 5 students are supported to develop strategies to synthesise literature to produce coherent and evidence-based rationales in their assignments for Researching Psychology II and a Social Psychology literature review.

**2: Global Citizenship** – students engage with the international contexts within which Psychology operates in the following modules: CHiPs at level 4. Through the programme, students engage with the development of Psychology as a discipline and the culture-bound constructions of construct including selfhood, diagnosis and 'mental health'. In their assignments for Personality & individual differences students engage with cross-cultural understandings of Psychology, and the implications of these understandings, for designing Psychometric tests and assessments.

**3: Information Literacy** – literature searching using online specialist psychological databases is a core requirement of the BPS curriculum. Students are supported at Level 4 to begin to develop advanced searching skills using Boolean operators, and at Levels 5 and 6 to develop search protocols. In addition, through linking the Psychology dissertation to writing in journal format, students are supported to critically evaluate the impact and credibility of publications.

**4: Digital Fluency** – students engage with a range of specialist software and resources throughout the programme. In addition to the use of SPSS Statistics and EPrime® software, students are trained to work with online survey software in individual differences. Students are also supported to develop skills in qualitative analysis software (Researching Psychology I & II).

**5: Employability** – the Psychology curriculum equips students with a range of transferrable skills to enable employability including – data management; working with large databases and specialist software; interviewing

skills; listening skills; and developing and delivering presentations for specialist audiences, in addition to a range of Psychology specific skills which include knowledge of psychological assessment techniques and tools. Students are supported through the Psychology tutor system to develop their CV's and translate their learning into evidence-based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated Psychology tutor at the start of their studies and engage in a series of small group and individual meetings throughout Levels 5 and 6 which are timetabled into their programmes of study. The focus of the Level 4 and 5 meetings is to enable them to identify transferrable skills, and to develop personal statement writing and CV building.

**6: Being Enterprising** – students are supported to develop creative problem-solving skills through directed independent learning embedded at Levels 4 and 5 in modules researching Psychology I, Individual differences, and Researching Psychology II during which they design research projects to test hypotheses and develop applied research questions in order to apply psychological research and theory to address social issues. At Level 6, students develop project management skills through designing and delivering original psychological research projects, and in addition consider the implications for practice from their findings.

The Early Childhood Studies curriculum is also designed such that students can confidently apply for jobs in the sector on graduation, or equally have the knowledge and skills required to access post-graduate study.

Alongside a focus on intellectual and transferable skills the programme structure also aligns to the development of BGU Graduate attributes as follows:

**1: Academic Literacies** - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

**2: Global Citizenship** – Students have the opportunity to study early childhood studies from a global perspective in the module ECS60222. Students will also have the opportunity to examine the early childhood curriculum globally in the level 4 module ECS40622 and will examine childhood from different perspectives in ECS50722.

**3: Information Literacy** – Information literacy will be developed throughout the programme as students will be required to independently search for academic sources through for example Worldcat and google scholar throughout their level 5 and 6 modules.

**4: Digital Fluency** – Assessments are designed to support students in developing digital fluency through a range of assessments including online blogs, narrated PowerPoints and online e-portfolios. In addition, student will be encouraged through their studies to engage in online forums and discussion groups. The teaching team will also model the use of technology through session delivery as appropriate.

**5: Employability** – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. Modules are focused towards developing skills as a practitioner from a theoretical perspective and are designed to ensure that students have a firm knowledge base which can be built on in a range of workplace settings.

**6: Being Enterprising** – the practical nature of the course means that students are supported to develop creative problem-solving skills through directed independent learning. Students have the opportunity to work together on projects such as designing their own curriculum and setting up their own nursery through modules ECS40622 and ECS402\_1.1.

|   |  |
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| <p>Students will be encouraged to apply technology and digital skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), which is used to augment the in-person classes by organising access to learning resources, preparatory and follow-up learning activities and tasks as part of the pedagogical approach for the programme. Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.</p> <p>Learning materials will be sign-posted and accessed through the module areas on the VLE which through digital reading lists will link through to the Library Systems for access to journals and specific subject related learning resources. Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU's library provision.</p> <p>In addition, Psychological research tools such as EPrime® and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Students will also have access to a Psychology research area on Blackboard. This area is designed to help support students with conducting, and engaging with, psychological research throughout their degree. This is achieved by providing students with a level of autonomy to: view and hire available equipment; book time in the lab and interview rooms; check for ongoing student/staff research projects within Psychology, and to advertise their own research projects to other students studying Psychology. Students are supported with the use of this area of Blackboard by the Psychology technician.</p> |  |
| <b>27 Work-related Learning and/or Placement</b>  |  |
| <p>Joint honours graduates develop a range of skills transferable to graduate careers. These include:</p> <ul style="list-style-type: none"> <li>• communication – oral, visual and written;</li> <li>• understanding and using data;</li> <li>• decision making;</li> <li>• organisational skills;</li> <li>• information technology;</li> <li>• handling of data/statistics;</li> <li>• problem-solving, and</li> <li>• the ability to work in teams.</li> </ul> <p>The Quality Assurance Agency's Subject Benchmark Statement for Psychology outlines the importance of transferable skills. Such skills 'encapsulate the contributions a Psychology graduate can make to the workplace and to society more generally.' (BPS, 2019, p.23). It is also a requirement of BPS accredited courses that Psychology graduates 'should explicitly understand how their training equips them with transferable skills that are of value to employers' (BPS, 2019, p.22).</p>   |  |
| <b>28 Employability</b>   |  |
| <p>This joint honours degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health, or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument, and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.</p>   |  |

Possible future career paths for BA (Hons) Psychology and Early Childhood Studies graduates may include:

- teaching;
- clinical psychology;
- research assistant roles;
- counselling and coaching (including school-based counselling);
- human resources management;
- local or central government administration;
- voluntary sector roles;
- community-based mental health support and advocacy, or
- a range of employment opportunities in the helping professions.

The scientific aspects of the psychology elements of the programme, including the application of a reasoned approach, problem-solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research.

## SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

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|--|--|
| <b>29</b>  | <b>Programme Specific Admission Requirements</b>   |
| <p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p> |  |
| <b>30</b>  | <b>Programme Specific Management Arrangements</b>  |
| <p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>   |  |
| <b>31</b>  | <b>Staff Responsibilities</b>                      |
| <p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>  |  |
| <b>32</b>  | <b>Programme Specific Academic Student Support</b> |
| <p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development</p>  |  |

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

### **33 | Programme Specific Student Evaluation**

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

## SECTION E2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: PROGRAMME MANAGEMENT

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|--|---|
| <b>29</b>  | <b>Programme Specific Admission Requirements</b>  |
| <p>Students will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). A range of qualifications that meet this requirement, include A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Students will also need GCSEs in English Language and Mathematics at grade 4 (previously C) or above (or equivalent).</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by Recognition of Prior Learning (RPL). In accordance with University conditions, students are entitled to apply for RPL for credit awarded based on either relevant credit achieved at another HE institution (RP(C)L), or credit awarded for Experiential Learning, (RP(E)L).</p>  |   |
| <b>30</b>  | <b>Programme Specific Management Arrangements</b> |
| <p>The Programme Leader for both subject areas will each lead and manage their specific parts of the programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists.</p>  |   |
| <b>31</b>  | <b>Staff Responsibilities</b>                     |
| <p>Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p> <p>The programme team also includes specialist support roles as detailed below:</p> <p><b><u>Psychology Technician</u></b></p> <p>In accordance with BPS regulations, the programme draws on the specialist support of a Psychology technician who plays a crucial role in supporting both students and staff in maintaining specialist resources and software. In addition, and again in accordance with BPS guidance, the Psychology Technician has a crucial role in supporting research informed and research focused curriculum and engages in supporting research skills development on both a modular and individual level by providing students with support for developing expertise with specialist equipment and software. In particular, the Psychology Technician provides modular and individual support for students to engage with virtual reality equipment, biopack, eye tracker, SPSS, EPrime®, as well as specialist qualitative and Q-method software packages.</p> <p><b><u>Professional, Regulatory and Statutory Bodies</u></b></p> <p>British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology (2019).</p> |   |

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| <b>32</b>   | <b>Programme Specific Academic Student Support</b> |
| <p>Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.</p> |  |
| <b>33</b>   | <b>Programme Specific Student Evaluation</b>       |
| <p>The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.</p>  |  |

# SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

## ASSESSMENT /OUTCOMES MAP

MAP I

| Module Name                             | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|---|------|------|------|-----|-----|-----|
| FDY00120<br>Self As Learner             |      |      |      |     |     |     |
| FDY00220<br>Resourcing<br>Learning      |      |      |      |     |     |     |
| FDY00320<br>Critical Thinking           |      |      |      |     |     |     |
| FDY00420<br>Critical<br>Engagement      |      |      |      |     |     |     |
| FDY005206<br>Effective<br>Communication |      |      |      |     |     |     |
| FDY00620<br>The Digital<br>Learner      |      |      |      |     |     |     |
| FDY00720<br>Reflective<br>Learning      |      |      |      |     |     |     |
| FDY00820<br>Academic<br>Writing         |      |      |      |     |     |     |

**SECTION F2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES: MAPPING**  
**MAP I**  
**ASSESSMENT /OUTCOMES MAP**

**Level 4**

| Module Name  | K&U1<br>a | K&U2<br>a | K&U3<br>a | K&U4<br>a | SPS1a | SPS2a | SPS3a | SPS4a | SPS5a | IS1a | IS2a | IS3a | TS1a | TS2a | TS3a | TS4a | TS5a |
|--|-----------|-----------|-----------|-----------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|
| PSY40822 Conceptual and Historical issues in Psychology (CHiP) | ✓         | ✓         | ✓         | ✓         | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |
| PSY40622 Introduction to Psychology across the lifespan        | ✓         | ✓         | ✓         |           | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |
| PSY40522 Researching Psychology, I                             | ✓         | ✓         | ✓         | ✓         | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    |      |      | ✓    | ✓    | ✓    |      |
| ECS402_1.1 Principles of Child Development 2                   | ✓         | ✓         | ✓         |           | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |
| ECS40622 Policy, provision and practice                        | ✓         | ✓         |           |           | ✓     | ✓     |       |       | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |

**Level 5**

| Module Name                                     | K&U1b | K&U2b | K&U3b | K&U4b | SPS1b | SPS2b | SPS3b | SPS4b | SPS5b | IS1b | IS2b | IS3b | TS1b | TS2b | TS3b | TS4b | TS5b |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|
| PSY50722 Social Psychology                      | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    |      |      | ✓    |      |
| PSY50822 Researching Psychology II              | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    |      | ✓    | ✓    |      |
| PSY50422 Personality and individual differences | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| ECS50922 Safeguarding children                  |       | ✓     | ✓     |       | ✓     |       | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| ECS510_1.0 Promoting Positive Behaviour         |       | ✓     | ✓     |       | ✓     | ✓     |       | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| ECS50622 The Value of Play                      |       | ✓     | ✓     |       | ✓     | ✓     | ✓     | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |
| ECS50722 Understanding Childhood                | ✓     | ✓     | ✓     |       | ✓     | ✓     |       | ✓     | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |      |

**Level 6**

| Module Name                      | K&U 1 | K&U 2 | K&U 3 | K&U 4 | K&U 5 | K&U 6 | SPS1 | SPS2 | SPS3 | SPS4 | SPS5 | IS1 | IS2 | IS3 | TS1 | TS2 | TS3 | TS4 | TS5 |
|----------------------------------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| PSY61022 Psychology dissertation | ✓     | ✓     | ✓     | ✓     |       |       | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |     |
| PSY60822 Biopsychology           | ✓     | ✓     |       | ✓     |       |       | ✓    | ✓    |      | ✓    |      | ✓   | ✓   |     | ✓   | ✓   | ✓   | ✓   |     |
| PSY607_1.1 Cognitive Psychology  | ✓     |       | ✓     | ✓     |       |       | ✓    | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |     |



# SECTION G1 (YEAR 1) FOUNDATION YEAR

## MAP 2

### Graduate Attribute Mapping

*Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.*

| Attribute            | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|----------------------|------|------|------|-----|-----|-----|
| Academic Literacies  |      |      |      |     |     |     |
| Global Citizenship   |      |      |      |     |     |     |
| Information Literacy |      |      |      |     |     |     |
| Digital Fluency      |      |      |      |     |     |     |
| Employability        |      |      |      |     |     |     |
| Being Enterprising   |      |      |      |     |     |     |

### Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

# SECTION G2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES

## MAP 2

### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

| Attribute            | Psychology Programme Learning Outcomes |      |      |      |      |      |      |     |     |     |     |     |     |     |     |
|----------------------|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
|                      | K&U1                                   | K&U2 | K&U3 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
| Academic Literacies  | ✓                                      | ✓    |      | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   |     |     |     |     |
| Global Citizenship   |  |      | ✓    |      |      |      |      |     |     |     |     |     | ✓   |     |     |
| Information Literacy |  |      |      |      | ✓    | ✓    | ✓    |     |     | ✓   |     |     |     | ✓   |     |
| Digital Fluency      |  |      |      |      |      | ✓    | ✓    |     |     |     |     |     |     | ✓   |     |
| Employability        | ✓                                      |      |      |      |      |      |      |     |     |     | ✓   |     |     |     | ✓   |
| Being Enterprising   |  |      |      |      |      |      |      | ✓   |     |     |     |     | ✓   |     |     |

| Attribute            | Early Childhood Studies Programme Learning Outcomes |      |      |      |      |      |      |      |     |     |     |     |     |     |     |
|----------------------|---|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
|                      | K&U1  | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 |
| Academic Literacies  | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| Global Citizenship   |   | ✓    |      |      | ✓    | ✓    |      |      |     |     |     |     |     |     |     |
| Information Literacy |   |      |      | ✓    | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   |     | ✓   |     |

|                    |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |   |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|
| Digital Fluency    | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Employability      |   | ✓ | ✓ |   |   |   | ✓ |   | ✓ | ✓ | ✓ |   | ✓ |  | ✓ | ✓ | ✓ |
| Being Enterprising |   |   |   |   |   | ✓ |   |   |   |   |   | ✓ | ✓ |  |   |   |   |

### Graduate Attributes

- GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes [Graduate Attributes | Lincoln Bishop University](#)*

# SECTION H (YEARS 1-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES WITH FOUNDATION YEAR

**MAP 3**

## Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

| QASA Reference | Brief Outline of Light/Minor Modification/<br>Major Modification<br><i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)<br/>(Major - include details of change such as new routes, pathways etc)</i> | Date of QASA Approval (or event) | Approval effective from: | Details of cohort of students who will be affected by the modification<br><i>(e.g., students entering Level 5 from September 2016 onward)</i> |
|----------------|--|----------------------------------|--------------------------|---|
| 1.1            | Replacement of ECS50322 with ECS510_1.0  | April 2024                       | Sept 2024                |   |
| 1.2            | Amendment to ECS40222 module title and code  | May 2024                         | Sept 2024                |   |
| 1.3            | Amendment to assessment category for PSY607_1.1  | Sept 2025                        | Sept 2025                |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |
|                |  |                                  |                          |   |

# SECTION I (YEARS 1-4) BA (HONS) PSYCHOLOGY AND EARLY CHILDHOOD STUDIES WITH FOUNDATION YEAR

## MAP 4

### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

|                               | PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019). Programme standard 1: Programme design |  |   |  |   |  |  |   |
|-------------------------------|---|--|---|--|---|--|--|---|
|                               | <b>PSRB Requirement</b><br><i>Biopsychology</i>   | <b>PSRB Requirement</b><br><i>Cognition</i>                              | <b>PSRB Requirement</b><br><i>Social Psychology</i>                   | <b>PSRB Requirement</b><br><i>Personality &amp; Individual Differences</i>                   | <b>PSRB Requirement</b><br><i>Lifespan Psychology</i>   | <b>PSRB Requirement</b><br><i>Historical &amp; Conceptual issues</i>   | <b>PSRB Requirement</b><br><i>Research methods</i> | <b>PSRB Requirement</b><br><i>Empirical project (dissertation)</i>                                  |
| Met?                          | Yes   |  |   |  |   |  |  |   |
| <b>Modules Identified in:</b> | <i>L4 Researching psychology I</i><br><br><i>L 6 Biopsychology</i>  | <i>L4 Researching psychology I</i><br><br><i>L6 Cognitive Psychology</i> | <i>L4 Researching psychology I</i><br><br><i>L5 Social Psychology</i> | <i>L4 Researching psychology I</i><br><br><i>L5 Personality &amp; Individual Differences</i> | <i>L4 Introduction to Psychology across the lifespan</i><br><br><i>L5 Researching Psychology II</i> | <i>All L4: Conceptual and historical issues in Psychology</i><br><br><i>L5 Researching psychology, I</i><br><br><i>Level 5: Social Psychology Personality &amp; individual differences</i> | <i>All</i>   | <i>L6: Psychology research design and project preparation</i><br><br><i>Psychology Dissertation</i> |

|   |                           |                            |                          |                          |  |  |   |                                     |
|---|---------------------------|----------------------------|--------------------------|--------------------------|--|--|---|-------------------------------------|
|   |                           |                            |                          |                          |  | <i>Researching psychology II</i><br><i>Level 6:</i><br><i>Biopsychology</i><br><i>Cognitive psychology</i>                   |   |                                     |
| <i>Evidence of Requirement met</i>        | <i>L6 Assessment: 1/1</i> | <i>L6: assessment: 1/1</i> | <i>L5 Assessment 1/1</i> | <i>L5 Assessment 1/1</i> | <i>L4 Assessment 1/1</i><br><i>L5 Assessment 1/2</i> | <i>L4 CHiP Assessment 1/1</i><br><i>L5 Level 5: Researching Psychology II assessment 2/2</i><br><i>Social psychology 1/1</i> | <i>Assessments in: L4 Researching psychology I</i><br><i>L5 Personality &amp; Individual Differences</i><br><i>L5: Researching Psychology II</i><br><i>L6: Psychology research design and project preparation</i><br><i>Psychology Dissertation</i> | <i>Assessment 1/1</i><br><i>1/1</i> |
| <i>Location of PSRB Approval Document</i> |                           |                            |                          |                          |  |  |   |                                     |