



**BISHOP
GROSSESTE
UNIVERSITY**

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

**BA (Hons) Psychology and Special
Educational Needs, Disability and
Inclusion (SENDI) 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.

1	BGU approval – date and outcome of last approval	28 March 2022
2	Next Scheduled Review Date: [Month/Year]	March 2028 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	Foundation Year: 01 September 2022 BA (Hons) Psychology and SENDI: 01 September 2023
4	Version Number	1.1

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 SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Psychology & Special Educational Needs, Disability and Inclusion (SENDI) with Foundation Year	
1a	Programme Code
BAPSSE01F22F	
2	Brief Summary (for Marketing Purposes)

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 Special Educational Needs, Disability and Inclusion:

The BA (Hons) Psychology & Special Educational Needs, Disability and Inclusion (SENDI) 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 offers students the opportunity to apply psychological knowledge to a range of educational and wider 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 Special Educational Needs, Disability and Inclusion (SENDI) offers students on this programme eligibility for the *Graduate Basis for Charterhip* with The British Psychological Society (BPS). Students will be immersed within a contemporary curriculum based on innovative research.

The Special Educational Needs, Disability and Inclusion (SENDI) joint programme equips graduating students with a critical understanding of sociological, psychological and philosophical values that shape Special Educational Needs, Disability and Inclusion (SENDI). The programme explores policy and practice, in different educational, cultural and social settings, promoting appreciation for the need for inclusive, relevant and ever-changing teaching strategies to meet diverse learning needs. The programme challenges how we see, interpret and respond to needs in practice, seeking solutions and opportunities to become advocates for change. Students develop knowledge and understanding of different Labels and acronyms: categories of need and acquire skills in meeting needs through examining theory and engaging in research-based placements. The SENDI programme is structured to develop student's subject specific confidence and graduate attributes through study of broad themes initially to more specialised SENDI topics.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 years		
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100493 CAH04-01-02 (Applied Psychology) 100459 CAH22-01-01 (SENDI)	ITT	UCAS code CX8F
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Psychology and Special Educational Needs, Disability and Inclusion: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing (Level 4) Psychology and Special Educational Needs, Disability and Inclusion: Undergraduate		
8	Compliance with University Assessment Regulations	<i>Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.</i>		
9	Progression routes with Foundation Degree (FdA) or Top-up	n/a		

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Awards

10	Final Award title	BA (Hons) Psychology & Special Educational Needs, Disability and Inclusion (SENDI) with Foundation Year 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.
10a	Exit or Fall back Award title(s)	CertHE Psychology & Special Educational Needs, Disability and Inclusion (SENDI) DipHE Psychology & Special Educational Needs, Disability and Inclusion (SENDI) BA Psychology & Special Educational Needs, Disability and Inclusion (SENDI)
10b	Pathway	n/a
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	n/a

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
			n/a
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
			n/a

Professional, Statutory and Regulatory Bodies

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

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
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.	
The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:	
<ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. 	
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.	
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.	
19	Programme Specific Outcomes
<p>(a) <u>Final Award Learning Outcomes</u></p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: 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

20	PGCE or Exit Award Learning Outcomes
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There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: OUTCOMES

17	QAA Benchmark Statements
<p>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). There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the QAA Quality Code (2018) and with specific reference to benchmark statements for Education Studies (2019), Sociology (2019), Social Policy (2019) and Health Studies (2019).</p> <p>SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at SEEC (uall.ac.uk).</p>	
18	Programme Aim
<p>The aims of the BA (Hons) Psychology and Special Educational Needs, Disability and Inclusion (SENDI) are listed to:</p> <ul style="list-style-type: none"> • 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 SENDI theory and concepts are applied in practice; • provide students with extensive research training that develops psychological and special education research skills which, in turn, allows them to undertake their own research; • allow students to follow programmes of study that enable them to study aspects of psychology and SENDI in more detail and to develop expertise based on their interests; • 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. • prepare students for further postgraduate study generally but specifically: <ul style="list-style-type: none"> ○ For psychology to pursue careers as academic or practitioner psychologists (via their BPS eligibility status) ○ The SENDI joint programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, social or health care settings for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both them and the needs of others, using informed knowledge and understanding in judgements and actions. 	
<p>Education, Health and Lifelong Learning (EDHall) have developed common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework which are integrated into the SENDI programme modules.</p> <p>In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and</p>	

understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education and Lifelong Learning graduates

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of **BA (Hons) Psychology & SENDI**, students will be able to:

Knowledge & Understanding (K&U) Psychology

KU1 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 & Accreditation Committee (PAC).

KU2 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.

KU3 Demonstrate a balanced, in-depth, and critical understanding of the relationship between theory and method in the discipline of Psychology.

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

Knowledge and Understanding [K&U] SENDI

K&U1 Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision;

K&U4 Demonstrate a thorough and critical understanding of how a wide range of policy & practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

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.

Subject-Specific and Professional Skills [SPS] SENDI

SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

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 analyse secondary and primary sources.

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

Intellectual Skills [IS] SENDI

IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

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

IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

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.

Transferable skills [TS] SENDI

TS1 Develop a range of employability skills appropriate to the subject area;

TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

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

20 | Exit Award Learning Outcomes

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

Knowledge and Understanding [K&Ua] 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.

Knowledge and Understanding [K&Ua] SENDI

K&U1a Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

K&U2a Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

K&U3a have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

Subject-Specific and Professional Skills [SPSa] 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.

Subject-Specific and Professional Skills [SPSa] SENDI

SPS1a Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

SPS2a Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

SPS4a Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual Skills [ISa] 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.

Intellectual Skills [ISa] SENDI

IS1a Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

Transferable skills [TSa] 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.

Transferable skills [TSa] SENDI

TS1 Develop a range of employability skills appropriate to the subject area;

TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;

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

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

Knowledge and Understanding [K&Ub] 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.

Knowledge and Understanding [K&Ub] SENDI

K&U1b Effectively communicate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;

K&U2b Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;

K&U3b Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape special education and inclusive provision.

Subject-Specific and Professional Skills [SPSb] 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.

Subject-Specific and Professional Skills [SPSb] SENDI

SPS1b Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

SPS2b Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

SPS3b Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

SPS4b Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Intellectual Skills [ISb] 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.

Intellectual Skills [ISb] SENDI

IS1b Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;

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

Transferable skills [TSb] 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.

Transferable skills [TSb] SENDI

TS1b Develop a range of employability skills appropriate to the subject area;

TS2b Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

TS3b Be able to apply a wide range of information and communications technology and other learning and communications resources;

TS4b Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

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

21a	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
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Level 4

September		January	
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

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
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 SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: STRUCTURE

21a	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
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Level 4 – 120 credits

Level 4	Semester 1	PSY40622 Introduction to Psychology across the lifespan 15c	PSY40522 Researching Psychology, I 30c	SND40122 From Excluded to Included: A Century of Change 30c
	Semester 2	PSY40822 Conceptual and Historical issues in Psychology (CHiP) 15c		SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30c

Level 5 – 120 credits

Level 5	Semester 1	PSY50722 Social Psychology 15c	PSY50822 Researching Psychology II 30c	SND50122 Meeting Different Needs 30c	SND50922 Global Approaches to Inclusion 15c
	Semester 2	PSY50422 Personality and individual differences 15c			SND50422 Rhetoric to Reality? Or GA Enhancement module 15c

Level 6 – 120 credits

Level 6	Semester 1	PSY607_1.1 Cognitive psychology 15c	PSY60622 Psychology research design and project preparation 15c	SND60322 Spectrums and Kaleidoscopes Or SND60222 Leading the Learning Environment 15c	SND60122 Hidden Inequalities 30c
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	Semester 2	PSY60822 Biopsychology 15c	PSY60122 Psychology dissertation 30c	
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21b	Module Structure
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Level 4

Core Modules				
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
SND40122	Mandatory	From Excluded to Included: A century of Change	1	30
SND40222	Mandatory + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30

Level 5

Core Modules				
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
SND50122	Mandatory + Placement	Meeting Different Needs	1+2	30
SND50922	Mandatory	Global Approaches to Inclusion	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SND50422	Mandatory	Rhetoric or Reality?	2	15

Level 6

Core Modules				
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
SND60122	Mandatory	Hidden Inequalities	1+ 2	30
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SND60322		Spectrums and Kaleidoscopes	1	15
SND60222		Leading the Learning Environment	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 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching

					<ul style="list-style-type: none"> • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • 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

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

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 SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

The BA (Hons) Psychology and SENDI 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 to 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, common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects 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 SENDI 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, brain, 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.

Special Educational Needs, Disability and Inclusion, and its possible awards, are not designed to meet the requirements of professional or another accreditation. Whilst there are no specific benchmark statements for SENDI, the subject (in all its award combinations) uses the QAA benchmark statements for Education Studies (ES), Sociology (S) and Health Studies (HS). Consideration has also been given to the Social Policy and Administration (SPA) statements and sees the principles of;

- rigorous linking of theoretical analysis with empirical enquiry;
- the identification and understanding of different value positions;
- a willingness to engage with a range of intellectual traditions and social science disciplines;
- the belief that students should acquire the skills and qualities which enable them

to become active and informed citizens as being intrinsic to content and delivery of this programme.

The defining principles of the SENDI programme are reflected in the aims and outcomes and are articulated through content, teaching, learning, and assessment. The subject draws together a wide range of academic and contemporary source materials, provides broad and balanced knowledge, understanding and skills, acknowledges the dynamic nature of knowledge and theory, encourages questioning, sets study in a wide range of contexts, develops the ability to argue, promotes intellectual independence and develops critical engagement. In particular, the programme aims to enable students to be confident in subject knowledge and articulate as advocates of change towards a more equitable society.

The programme is designed to equip graduating students with a critical understanding of philosophical and ideological values and principles in relation to special educational needs, disability and inclusion. Graduates will have a good understanding of the impact of varied educational, cultural, sociological and societal contexts, and appreciate the need for inclusive, relevant and ever-changing teaching and learning strategies to meet the needs of a diverse range of learners.

Students will have knowledge of and ability to apply contemporary theoretical and research evidence to various elements of practice as evident in national educational policy. They will develop abilities in constructing and articulating reasoned judgments based on sound research and scholarship.

Varied assessments will evidence students' competency in interrogating and de-constructing complexities of competing social and educational ideologies that determine, and shape SEND provision. Students will be confident in demonstrating an understanding of how theory, policy and practice impact upon group and individual experiences, acquiring skills and qualities which enable them to become active and informed citizens.

At BGU common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects 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. In Education Studies, these outcomes are developed at each level through embedding opportunities for communication in different formats, collaboration with different groups of peers, staff and children and young people, and problem solving and decision making in a range of contexts. Specific skills for teaching and education related roles with children and young people are developed through placement experiences and connected to module content that models and evaluates professional skills such as reflective practice, planning and teaching. A wide range of

education professionals contribute to module content and provide examples of current practice linked to module outcomes.

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 Descriptive statistics Non-parametric tests T-tests	PSY40522: Researching Psychology, I
Complex & factorial design	PSY50822: Researching Psychology II

	Analysis of Variance (ANOVA)	PSY607_1.1: Cognitive Psychology	
	Regression, moderation/mediation	PSY50822: Researching Psychology II PSY50422: Personality & individual differences	
	Qualitative design	PSY40522 & PSY50822: Research Psychology I & II	
	Qualitative analysis	PSY40522 & PSY50822: Research 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 Researching Psychology II	PSY50422 & PSY50822: Personality & individual differences Researching psychology II	PSY50422 & PSY50822: Personality & individual differences 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 DrEAMSLab, 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*.

The SENDI programme is predominantly taught using active teaching and learning strategies. Increasingly, subject material is delivered using a wide range of genres, including traditional lectures, interactive seminars, peer led discussion, cooperative group work, tutorials, fieldwork, work in classrooms and other educational environments (subject to safe access), independent work and self-study; including VLE (Virtual Learning

Environment), on-line materials. For example, independent learning in several modules makes specific use of carefully integrated e-study units utilising a wide range of resources, including podcasts, video, YouTube, e-texts, articles and directed tasks. The SENDI team has engaged with Centre for the Enhancement of Learning and Teaching (CELT) on integrating technology in both teaching and assessments. Students are expected to develop IT competence and demonstrate this in different assessments.

Each SENDI module specification describes the pedagogic strategies employed within that module and gives a qualitative account of the texture of those learning hours. In practical, measurable terms, whole-class, face-to-face sessions are offered in typical 15 or 30 credit modules.

One of the characteristics of a SENDI graduate is that they will have the ability to undertake in-depth or extended study, which develops and demonstrates key programme outcomes with a high degree of independence and autonomy. To achieve this outcome, the course has been designed within the following framework:

Distinctive features of this programme's teaching and learning strategy includes the integral use of placement (where possible) within modules throughout each year of the subject. These placements enable students to contextualise and develop understanding of taught module content as well as provide structured and planned opportunities to develop transferable and professional skills. Students examine and reflect upon challenges to practice of policy implementation. They are expected to demonstrate capacity to engage with conference presentations, production of papers and articulation of concepts skills and knowledge, gained as part of their study. Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches used to promote;

Knowledge and understanding will include;

Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs (Higher Educational Institutions) (international) and from local and national statutory, private and voluntary organisations will add to the learning experience.

Seminars, some of which will be tutor-led and some of which will be student-led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues across SEND, searching for meaningful interpretations, which can inform individual learning and practice.

Tutorials: students will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the learning outcomes.

Subject specific skills:

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different SEND contexts and to encourage assessment of different social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to meeting SEND following demonstration and discussion of possible strategies and

interventions. The aim will be to promote reflective practice leading to confidence in creating positive change in provision when students graduate.

Intellectual Skills:

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate and synthesise information through research and independent study and relate these to SEND practice. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

Transferable Skills:

Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Bb for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual activity via the VLE will be used where appropriate. Contingency measures to ensure learning and teaching can continue will be delivered in accordance with BGU policies and procedures. A core and central tool for supporting teaching and learning will be the use of the University's Virtual Learning Environment (VLE). Students will be supported to use interactive web tools, for instance live online documents and audience response systems, as a strategy for sharing resources, discussions and in leading their own learning.

All students are introduced gradually to skills of analysis, argument and research through an integrated academic literacies approach stranded through the programme and developed in conjunction with Centre for Enhancement in Learning and Teaching (CELT). In addition to dialogic classroom learning and augmented individual activity via the VLE students will achieve the required levels of intellectual skills through a rigorous framework of deliberately varied assessment practices. Assessment will, in all cases, test knowledge and understanding, and will provide opportunities for students to demonstrate higher level thinking skills, such as evaluation and synthesis; intellectual skills; professional and/ or transferable skills and communication skills. All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

Module effectiveness will be reviewed through the BGU system of module evaluation and informal opportunities to gather more regular mid-module student feedback enabling tutors to make responsive adaptations to students' needs as far as is practicable.

24 | Assessment Strategies

The assessment strategy for BA (Hons) Psychology and SENDI 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.

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 Researching Psychology, I	PSY40822 Researching Psychology, I	PSY40822 Researching Psychology, I	Researching Psychology II PSY50822	Researching Psychology II PSY50822
Social psychology PSY50722	Researching Psychology II PSY50822	Researching Psychology II 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).

The SENDI programme's pedagogic approach is to develop student's knowledge and skills progressively across the levels, building on a foundation of core concepts and theoretical models and frameworks relating to SENDI introduced at level 4. The assessments enable tutors to determine how effectively students apply learning in an increasingly independent and critical way for their chosen field, sector or profession.

Level 4 assessments include; reports, essays and oral presentations (group and individual). These varied assessments enable tutors to assess student's conceptual understanding of foundational theories and frameworks, as well their ability to apply learning to practical situations and scenarios.

Level 5 assessments include; poster presentations, essays and portfolio development providing a flexible and effective way for the students to demonstrate knowledge and skills. Students are expected to build upon previous foundational knowledge and understanding to develop their specialised in-depth subject knowledge of SENDI.

Level 6 assessments include; Capstone project (dissertations), group discussion, posters, report writing and timed assessments. Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, across all levels, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate assessment design is developed with support from CELT.

Another principle that underpins our assessment strategy is that students need to learn and develop skills to succeed. As such the medium of assessment should not be a barrier to demonstrating achievement of learning outcomes. Therefore, each type of assessment is rehearsed at a lower level, before being repeated at a higher level.

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of;

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

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
SND40122	From Excluded to Included: A Century of Change	30	1		50%	50%
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100%
PSY50722	Social Psychology	15	2			100
PSY50822	Researching psychology II	30	2		30	70

PSY50422	Personality and Individual Differences	15	2			100
SND50122	Meeting Different Needs	30	2		30% Sem 1	70% Sem 2
SND50922	Global Approaches to Inclusion	15	2		100%	
SND50422	Rhetoric or Reality?	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
SND60122	Hidden Inequalities	30	3		Sem 1 40%	Sem 2 60%
SND60222	Leading the Learning Environment	15	3	100%		
SND60322	Spectrums and Kaleidoscopes	15	3			100%

Indicative Assessment Strategy

Module Code	Module Description	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PSY40522	Researching Psychology, I	30	Report 50% Exam 50%	2000 words MCQ 2 hours	January Semester 1 May Semester 2
PSY40822	Conceptual and historical issues in Psychology (CHiPs)	15	Essay 100%	200 words	January Semester 1
PSY41022	Introduction to Psychology across the lifespan	15	Poster presentation 100%	15minutes	January Semester 1
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT50% A2: Report 50%	15 minutes 1,000 words	December Semester 1 January Semester 1

SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May Semester 2	
PSY50722	Social Psychology	15	Literature Review 100%	2500 words	January Semester 1	
PSY40822	Researching Psychology II	30	Portfolio 70% Video paper 30%	3000 words (2x1500 word reports) 20 minutes	January Semester 1 May Semester 2	
PSY50422	Personality and Individual Differences	15	Report 100%	2500 words	May Semester 2	
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	January Semester 1 May Semester 2	
SND50922	Global Approaches to Inclusion	15	Oral presentation	10 minutes	January Semester 1	
SND50422	Rhetoric or Reality?	15	Report	2500 words	May Semester 2	
PSY61022	Psychology Dissertation	30	Empirical research report 100%	6000-8000 words	May Semester 2	
PSY607_1.1	Cognitive psychology	15	Report 100%	3000 words	January Semester 1	
PSY60822	Biopsychology	15	Essay 100%	3000 words	May Semester 2	
PSY60622	Psychology research design and project preparation	15	Ethics pack and research protocol 100%	3000 words	December Semester 1	
SND60122	Hidden Inequalities	30	A1: Group Discussion A2: Report	15 minutes 3000 words	January Semester 1 May Semester 2	
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	January Semester 1	
SND60222	Leading the Learning Environment	15	Timed paper	n/a	January Semester 1	

25	Inclusive Practice and Personal Development Planning
<p>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.</p> <p>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.</p> <p>All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience, and knowledge which:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>The structure of Psychology modules aligns to the development of BGU Graduate attributes as follows:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

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 SENDI joint programme ensures that the methods of delivery and support reflect different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e., Student support, CELT, National Union of Students) offered within BGU.

In addition, students joining the programme from non-traditional routes are encouraged to engage in the same processes however, tutors recognise that the needs of such students (e.g., mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

At all levels of the SENDI programme there are opportunities for students to consider career directions into teaching, or to broaden their employment choices within special needs and disability and inclusion. To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, which students sign up for. An important element of these tutorials is the opportunity to reflect on progress and record targets. A Development and Career Plan (DCP), evidence this. Personal development planning is integral to the programme.

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.

26 Technology Enhanced Learning

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.

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.

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.

In SENDI lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter and Padlet to obtain immediate input from the students displayed in a variety of visual formats to enhance presentations. Interactive whiteboards are used when appropriate. In assessments, alternative forms of presentation have been used.

27 Work-related Learning and/or Placement

Students on the BA (Hons) Psychology and SENDI will have the opportunity to undertake a work-related placement as part of their programme. This will usually be embedded into one of the subjects and typically provides at least one placement during their academic study.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams.

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).

In SENDI students will be encouraged to undertake a broad range of placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme Leader works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements.

Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Level 4 placements are intended to allow students to develop understanding of the world of formal education, in both mainstream and special school settings. These experiences are used to allow students to become familiar with the application of theoretical principles to school environments and to begin to examine those environments in a critical manner.

At level 5, students undertake placements or projects, which are broadly relevant to a career for which their degree prepares them. Placements at level 5 allow students to explore expected levels of individual achievement in a range of educational or alternative settings. This enables students to identify barriers to learning across different Labels and acronyms: categories of need, reviewing and evaluating strategies to support needs.

Placements

The following placements (subject to risk assessments) will be offered as part of the course

Level	Module	Semester
Level 4	The Whole Child: Holistic Approaches to Meeting Needs[P]	2
Level 5	Meeting Different Needs[P]	1/2
Level 6	Hidden Inequalities[P]	1/2

28 Employability

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.

Possible future career paths for BA (Hons) Psychology and SENDI 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.

The SENDI programme has been written in consultation with advisory teachers, head teachers and teachers. Wider consultation has taken place with sector representatives including speech and language therapists, ADHD (Attention Deficit Hyperactive Disorder) support teams and other therapists. The programme also reflects observations, as governors and researchers in SEND, of developments in practice and changing employment patterns within the sector.

EDHaLL students already enjoy very high levels of employability and a range of well-defined career pathways from its various degrees. Typically, BGU performs very well in the official HESA performance indicators for graduates being in employment or further study within 6 months of gaining their qualification.

Many existing students pursue further qualifications to enable them to work in education and it is expected that this trend will continue. All students on courses within the modular framework will be well placed when they apply for a career in primary teaching, educational support or early year's education whether they are studying a single or combined honours degree.

Opportunities to gain experience in schools and other SEN (Special Education Needs) related settings will be provided as part of this course. In this and other education-related courses, this is seen to improve employability of graduates.

Graduating cohorts of the SENDI programmes have gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education and ultimately special educational needs, graduates in this subject are also well-placed to work in the following areas:

research-based settings;

- local authority provision;
- private sector educational providers;
- social care settings;
- voluntary sector.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<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>	
30	Programme Specific Management Arrangements
<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>	
31	Staff Responsibilities
<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>	
32	Programme Specific Academic Student Support
<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 SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<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>Students joining this course are required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.</p> <p>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications.</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 gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses</p>	
30	Programme Specific Management Arrangements
<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> <p>The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE.</p> <p>Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Programme specific</p> <p>A Programme Leader leads each subject within the combined degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management,</p>	

Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.

Other

The programme team work closely with BGU Placement Services Office to arrange placement opportunities.

31 Staff Responsibilities

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.

The programme team also includes specialist support roles as detailed below:

Psychology Technician

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.

Professional, Regulatory and Statutory Bodies

British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated master's programmes in psychology (2019).

SENDAI programme Leader: organisational responsibility and QA monitoring, oversight student progression. Module Leader: determining and delivering module content and ensuring student engagement and progression.

Staffing expertise within the SENDI team enhances module delivery and leadership of different modules aligns with individual skills and expertise. SENDI staff are expected to have or be working towards doctorates. There is a clear relationship between research interests within the team and module content. The department continues to develop the research profile of its staff members. The intention is to ensure that staff recruited to the SENDI team have skills to teach level 4 to level 7 programmes.

The Programme Leader in consultation with the SENDI team reviews programme delivery and sets the timetable and staffing for each year. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching.

32 Programme Specific Academic Student Support

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.

Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.

Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.

Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.

Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.

33 | Programme Specific Student Evaluation

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. In addition, the Psychology team run twice-yearly Programme Boards which act as a forum for discussion of student representative feedback, as well as feeding-forward news and enhancements to the programme.

End of module evaluations are used to inform and improve practice.

In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

ASSESSMENT /OUTCOMES MAP

MAP I

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

SECTION F2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
PSY61022 Psychology dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
PSY60822 Biopsychology	✓	✓		✓	✓	✓		✓		✓	✓			✓		✓	✓	
PSY607_1.1 Cognitive Psychology	✓		✓	✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	
PSY61022 Psychology research design and project preparation	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
SND60122 Hidden Inequalities (30c)			✓				✓						✓				✓	
SND60222 Leading the Learning Environment (15c)	✓			✓		✓				✓		✓		✓		✓		
SND60322 Spectrums and Kaleidoscopes (15c)	✓			✓		✓				✓		✓		✓		✓		

Level 5

Module Name	K&U1b	K&U2b	K&U3b	K&U4b	SPS1b	SPS2b	SPS3b	SPS4b	SPS5b	IS1b	IS2b	IS3b	IS4b	TS1b	TS2b	TS3b	TS4b	TS5b
PSY50722 Social Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
PSY50822 Researching Psychology II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
PSY50422 Personality and individual differences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	
SND50122 Meeting Different Needs (30c)		✓				✓								✓		✓		
SND50922 Global Approaches to Inclusion (15c)		✓						✓				✓	✓				✓	
SND50422 Rhetoric or Reality? (15c)			✓			✓												

Level 4

Module Name	K&U1a	K&U2a	K&U3a	K&U4a	SPS1a	SPS2a	SPS3a	SPS4a	SPS5a	IS1a	IS2a	IS3a	IS4a	TS1a	TS2a	TS3a	TS4a	TS5a
PSY40822 Conceptual and Historical issues in Psychology (CHiP)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
PSY41022 Introduction to Psychology across the lifespan	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
PSY40522 Researching Psychology, I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
SND40122 From excluded to included: A century of change (30c)	✓				✓									✓		✓		
SND40222 The Whole Child: Holistic Approaches to Meeting Needs (30c)				✓		✓					✓				✓			

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 [Graduate Attributes | Lincoln Bishop University](#)

SECTION G2 (YEARS 2-4) BA (HONS) PSYCHOLOGY AND SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION

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	SENDI 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 SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION 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/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification) (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 <i>(e.g., students entering Level 5 from September 2016 onward)</i>
v1.1	Amendment to assessment category for PSY607_1.1	Sept 2025	Sept 2025	All students

SECTION I (YEARS 1-4) BA (HONS) PSYCHOLOGY AND SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION 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							
	PSRB Requirement Biopsychology	PSRB Requirement Cognition	PSRB Requirement Social Psychology	PSRB Requirement Personality & Individual Differences	PSRB Requirement Lifespan Psychology	PSRB Requirement Historical & Conceptual issues	PSRB Requirement Research methods	PSRB Requirement Empirical project (dissertation)
Met?	Yes							
Modules Identified in:	L4 Researching psychology I L 6 Biopsychology	L4 Researching psychology I L6 Cognitive Psychology	L4 Researching psychology I L5 Social Psychology	L4 Researching psychology I L5 Personality & Individual Differences	L4 Introduction to Psychology across the lifespan L5 Researching Psychology II	All L4: Conceptual and historical issues in Psychology Researching psychology, I Level 5: Social Psychology Personality & individual differences Researching psychology II Level 6: Biopsychology Cognitive psychology	All	L6: Psychology research design and project preparation Psychology Dissertation

	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							
	PSRB Requirement Biopsychology	PSRB Requirement Cognition	PSRB Requirement Social Psychology	PSRB Requirement Personality & Individual Differences	PSRB Requirement Lifespan Psychology	PSRB Requirement Historical & Conceptual issues	PSRB Requirement Research methods	PSRB Requirement Empirical project (dissertation)
Met?	Yes							
Evidence of Requirement met	L6 Assessment: 1/1	L6: assessment: 1/1	L5 Assessment 1/1	L5 Assessment 1/1	L4 Assessment 1/1 L5 Assessment 1/2	L4 CHiP Assessment 1/1 Level 5: Researching Psychology II assessment 2/2 Social psychology 1/1	Assessments in: L4 Researching psychology I L5 Personality & Individual Differences L5: Researching Psychology II L6: Psychology research design and project preparation Psychology Dissertation	Assessment 1/1 1/1
Location of PSRB Approval Document								