



BISHOP  
GROSSETESTE  
UNIVERSITY

Education, Health and Lifelong Learning  
Arts, Humanities and Social Sciences

## BA (Hons) Psychology & Sociology with Foundation Year

### Programme Specification

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

## Versioning of Programme Specification

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

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

|          |   |  |
|----------|---|--|
| <b>1</b> | <b>BGU approval – date and outcome of last approval</b>               | 13 July 2022<br>Amended September 2025 |
| <b>2</b> | <b>Next Scheduled Review Date:<br/>[Month/Year]</b>                   | March 2027                             |
| <b>3</b> | <b>Programme Specification - Effective date:<br/>[Day/Month/Year]</b> | 1 September 2022                       |
| <b>4</b> | <b>Version Number</b>   | 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.*



# Programme Specification

*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*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

|           |  |
|-----------|--|
| <b>1</b>  | <b>Programme Specification Title</b>   |
|           | BA (Hons) Psychology and Sociology with Foundation Year  |
| <b>1a</b> | <b>Programme Code</b>  |
|           | BAPSSO01F22F   |
| <b>2</b>  | <b>Brief Summary (for Marketing Purposes)</b>  |
|           | <p>The BA (Hons) Psychology and Sociology with Foundation Year 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.</p> <p>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.</p> <p>The specific psychology modules studied on the BA (Hons) Psychology and Sociology with Foundation Year offers students on this programme eligibility for the <i>Graduate Basis for Chartership</i> with The British Psychological Society (BPS). Students will be immersed within a contemporary curriculum based on innovative research.</p> <p>The Sociology modules provide a comprehensive and exciting introduction to the study of all aspects of the social world. The course takes you on a journey from the 19th-century foundations of the discipline through to the social, cultural and political changes that are reshaping our globalising world. Along the way, you'll see how sociological thinking is crucial for people who want to understand the world around them. You will be introduced to, and develop your knowledge and understanding of concepts such as intersectionality (Crenshaw, Hill-Collins); identity (Foucault, Rose, Lawler); discourse (Foucault, Agustín, Cixoux); presentation of self (Goffman); and how such presentation is encoded and decoded to and by others (Hall) and how that impacts us in terms of crime, media, emotional labour, inequality, social mobility and</p> |

globalisation. You will deepen your analysis on key sociological categories and protected characteristics such as race, ethnicity, gender, sexuality, religion, disability, and class.

Studying Sociology modules at BGU means you won't 'just' be studying sociological theory – you'll be exploring the ways theories help demystify phenomena like terrorism, nationalism, sexism, surveillance, globalisation and multiculturalism. Similarly, when you study research methods you won't 'just' be studying research methods – you'll be looking at how those methods are used in the real world by marketing agencies, governments, local councils, advertising agencies, PR companies, polling companies and many others. The course showcases sociology's relevance beyond the confines of academia. Sociology at BGU will provide you with state-of-the-art understanding of key classical and contemporary social, cultural and sociology theories as well as rigorous training in social research methods that employers demand.

|           |   |   |                       |                              |
|-----------|---|---|-----------------------|------------------------------|
| <b>3</b>  | <b>Awarding institution</b>                                       | Bishop Grosseteste University   |                       |                              |
| <b>3a</b> | <b>Programme Length</b>   | <b>Full-Time</b><br>4 Years   |                       |                              |
| <b>3b</b> | <b>Mode(s) of Study</b>   | In-person   |                       |                              |
| <b>4</b>  | <b>Home Academic Programme Portfolio</b>                          | Education, Health and Lifelong Learning<br>Arts, Humanities and Social Sciences |                       |                              |
| <b>5</b>  | <b>HECoS/UTT/UCAS code(s)</b>                                     | <b>HECoS/CAH2</b><br><br>100497<br>100505<br><br>CAH04-01-01<br>CAH15-01-02     | <b>ITT</b><br><br>N/A | <b>UCAS Code</b><br><br>LC83 |
| <b>6</b>  | <b>Framework for HE Qualifications position of final award(s)</b> | Certificate (Level 4)<br>Diploma (Level 5)<br>Honours (Level 6)                 |                       |                              |
| <b>7</b>  | <b>Alignment with University Credit Framework</b>                 | Undergraduate*  |                       |                              |
| <b>8</b>  | <b>Compliance with University Assessment Regulations</b>          | Academic Regulations Governing Taught Qualifications                            |                       |                              |
| <b>9</b>  | <b>Progression routes with Foundation Degree (FdA) or Top-up</b>  | n/a   |                       |                              |

## Awards

|            |  |   |
|------------|--|---|
| <b>10</b>  | <b>Final Award title</b>   | BA (Hons) Psychology and Sociology with Foundation Year   |
| <b>10a</b> | <b>Exit or Fall back Award title(s)</b>  | CertHE Psychology and Sociology with Foundation Year<br>DipHE Psychology and Sociology with Foundation Year<br>BA Psychology and Sociology with Foundation Year |
| <b>10b</b> | <b>Pathway</b>   | n/a   |
| <b>11</b>  | <b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"> <li>BSc/BA (Hons) XX</li> <li>BSc/BA (Hons) XX and YY</li> </ul> | n/a   |

## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

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

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

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

**Students successfully completing the Foundation Year will be able to:**

**K&U 1:** Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

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

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

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

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

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

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

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

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

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

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

## SECTION B2 (YEAR 2-4) BA (HONS) PSYCHOLOGY & SOCIOLOGY: OUTCOMES

|    |   |
|----|---|
| 17 | <b>QAA Benchmark Statements</b>   |
|    | <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) and Sociology (2019). The programme is informed by the QAA Higher Education Credit Framework for England: Advice on Academic and Credit Arrangements (2021), and in accordance with the University Awards and Credit Framework (2021).</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 <a href="http://seec.uall.ac.uk">SEEC (uall.ac.uk)</a>.</p>   |
| 18 | <b>Programme Aim</b>  |
|    | <p><b>The aims of the BA (Hons) Psychology and Sociology with Foundation Year programme</b></p> <ul style="list-style-type: none"> <li>• provide students with a comprehensive and critical understanding of the scope of both of the disciplines through active learning experiences that allow them to understand the ways that psychological and sociological theory and concepts are applied in practice;</li> <li>• provide students with extensive research training that develops psychological and sociological research skills which, in turn, allows them to undertake their own research;</li> <li>• allow students to follow programmes of study that enable them to study aspects of psychology and sociology in more detail and to develop expertise based on their interests;</li> <li>• enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.</li> <li>• prepare students for further postgraduate study generally but specifically:             <ul style="list-style-type: none"> <li>○ For psychology to pursue careers as academic or practitioner psychologists (via their BPS eligibility status)</li> <li>○ The sociology joint programme provides graduates of the programme with the ability to meet local, regional or national needs; internationalisation; preparation for further study or research; preparation for the world of work; social goals such as widening access; and enabling students to continue to appreciate or pursue independent study in the subject.</li> </ul> </li> </ul> <p>Education, Health and Lifelong Learning (EDHaLL) and Arts, Humanities and Social Sciences (AHaSS) have developed common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework which are integrated into this joint programme.</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 understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education and Lifelong Learning graduates.</p> |



| 19   | Programme Specific Outcomes |
|--|-----------------------------|
| <p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of <b>BA (Hons) Psychology and Sociology with Foundation Year</b>, students will be able to:</p> <p><u>Knowledge &amp; Understanding (K&amp;U) Psychology</u></p> <p><b>KU1</b> Demonstrate a comprehensive, sophisticated and critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology, as prescribed by the British Psychological Society (BPS), Partnership &amp; Accreditation Committee (PAC).</p> <p><b>KU2</b> Articulate the scope of psychology as a discipline from both an historical and a contemporary perspective, and to select appropriate sources to discuss issues at the forefront of the discipline.</p> <p><b>KU3</b> Demonstrate a balanced, in-depth and critical understanding of the relationship between theory and method in the discipline of Psychology.</p> <p><b>KU4</b> Apply psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.</p> <p><u>Knowledge &amp; Understanding (K&amp;U) Sociology</u></p> <p><b>K&amp;U1</b> Demonstrate a comprehensive knowledge and understanding of the scope of the subject of sociology;</p> <p><b>K&amp;U2</b> Demonstrate an understanding of the relationship between theory and method in the discipline of Sociology;</p> <p><b>K&amp;U3</b> Demonstrate a critical understanding of the contested nature of society.</p> <p><u>Subject Specific Skills (SPS) Psychology</u></p> <p><b>SPS1</b> Formulate sophisticated and advanced arguments through critical learning and research in a range of psychological contexts.</p> <p><b>SPS2</b> Evaluate critically and objectively the significance and validity of established evidence and, where appropriate, make clear their own theoretical orientation.</p> <p><b>SPS3</b> Act with autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.</p> <p><b>SPS4</b> Demonstrate comprehensive and detailed awareness of personal responsibility and effectively apply appropriate ethical codes of conduct in psychology projects.</p> <p><b>SPS5</b> Identify and deploy accurately established analytic techniques to empirical data, interpret outputs and present findings in an intelligible format.</p> <p><u>Subject-specific &amp; Professional Skills Sociology</u></p> <p><b>SPS1</b> Develop relevant thinking and critical methodological skills via research conducted within a range of sociological contexts;</p> |                             |

**SPS2** Undertake sociological research that involves evaluating thought, practice and evidence;

**SPS3** Demonstrate personal responsibility and ethical considerations in social and sociological projects.

#### 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 Sociology

**IS1** Articulate critical arguments based on specialist subject matter using an evidence-based personal position;

**IS2** Abstract, synthesise and analyse primary and secondary sources;

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

**IS4** Demonstrate understanding of the contested and pluralistic nature of their sociological 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 Sociology

**TS1** Develop a range of employability and business-related skills appropriate to the subject area;

**TS2** Demonstrate a range of oral, written and presentation skills;

**TS3** Be able to use a wide range of information and communications technologies and resources;

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

| 20 | Exit Award Learning Outcomes  |
|----|---|
|    | <p>On successful completion of a Level 4 CertHE, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>demonstrate basic knowledge of the underlying concepts and principles associated with broad sociological categories, and an ability to evaluate and interpret these within the contexts of media; and power in society / institutions</i></li> <li>• <i>demonstrate a basic understanding of social research skills and methods, why and where they are used and what data can be gained through their application.</i></li> <li>• <i>present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of sociology.</i></li> </ul> <p>On successful completion of a Level 5 DipHE, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>demonstrate developing knowledge and critical understanding of the sociological categories, and of the way in which those categories have developed and changed</i></li> <li>• <i>apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;</i></li> <li>• <i>demonstrate knowledge of the main methods of enquiry, both qualitative and quantitative, within sociology and an emerging ability to evaluate critically the appropriateness of different approaches to solving problems in the field of sociology;</i></li> <li>• <i>demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</i></li> </ul> <p><b>In order to qualify for an Ordinary Degree (Level 6):</b><br/> <i>The student must meet the requirements as laid down in the <u>Regulations for Undergraduate Awards</u> (which is available from the University Website).</i></p> |

## 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 |
|-----|--|

### 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 |
|-----|------------------|

### 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 & SOCIOLOGY: STRUCTURE

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

### Level 4 – 120 credits

|         |            |  |   |  |   |
|---------|------------|--|---|--|---|
| Level 4 | Semester 1 | PSY40622<br>Introduction to Psychology across the Lifespan<br>Credits: 15        | PSY40522<br>Researching Psychology I<br>Credits: 30 | SOC40122<br>Writing and Thinking Sociologically<br>Credits: 15 | SOC40222<br>Social Research Skills: Texts and Interactions<br>Credits: 15 |
|         | Semester 2 | PSY40822<br>Conceptual and Historical Issues in Psychology (CHIP)<br>Credits: 15 |   | SOC40422<br>What is (the point of) Sociology?<br>Credits: 30   |   |

### Level 5 – 120 credits

|         |            |   |  |   |  |
|---------|------------|---|--|---|--|
| Level 5 | Semester 1 | PSY50722<br>Social Psychology<br>Credits: 15                      | PSY50822<br>Researching Psychology II<br>Credits: 30 | SOC50222<br>Public Sociology: Race, Religion and Sexuality<br>Credits: 30 |  |
|         | Semester 2 | PSY50422<br>Personality and Individual Differences<br>Credits: 15 |  | SOC50422<br>Sociology of Happiness<br>Credits: 15                         | SOC50722<br>Sociology of Education<br>Credits: 15<br>or<br>Graduate Attribute or other subject enhancement module<br>Credits: 15 |

### Level 6 – 120 credits

|         |            |   |   |   |   |
|---------|------------|---|---|---|---|
| Level 6 | Semester 1 | PSY607_1.1<br>Cognitive Psychology<br>Credits: 15 | Psychology Research Design and Project Preparation<br>Credits: 15 | SOC60222<br>Surveillance and Society<br>Credits: 15 | SOC60522<br>Contemporary Imprisonment<br>Credits: 15  |
|         | Semester 2 | PSY60822<br>Biopsychology<br>Credits: 15          | (PSY61022)<br>Psychology Dissertation<br>Credits: 30              |   | SOC60622<br>Sociology of Personal Life<br>Credits: 15 |

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

**Level 4**

| Core Modules |           |   |                 |               |
|--------------|-----------|---|-----------------|---------------|
| Code         | Status    | Module Title  | Period (number) | No of credits |
| PSY40522     | Mandatory | Researching Psychology I                                      | 4               | 30            |
| PSY40622     | Mandatory | Introduction to Psychology across the Lifespan                | 1               | 15            |
| PSY40822     | Mandatory | Conceptual and Historical Issues in Psychology                | 2               | 15            |
| SOC40122     | Mandatory | Writing and Thinking Sociologically                           | 1               | 15            |
| SOC40222     | Mandatory | Social Research Skills: Texts and Interactions<br>Credits: 15 | 1               | 15            |
| SOC40422     | Mandatory | What is (the point of) Sociology?                             | 2               | 30            |

**Level 5**

| Core Modules   |           |  |                 |               |
|----------------|-----------|--|-----------------|---------------|
| Code           | Status    | Module Title                                   | Period (number) | No of credits |
| PSY50422       | Mandatory | Personality and Individual Differences         | 2               | 15            |
| PSY50722       | Mandatory | Social Psychology                              | 1               | 15            |
| PSY50822       | Mandatory | Researching Psychology II                      | 4               | 30            |
| SOC50222       | Mandatory | Public Sociology: Race, Religion and Sexuality | 1               | 30            |
| SOC50422       | Mandatory | Sociology of Happiness                         | 2               | 15            |
| Option Modules |           |  |                 |               |
| Code           | Type      | Module Title                                   | Period (number) | No of credits |
| SOC50722       | Optional  | Sociology of Education                         | 2               | 15            |

**Level 6**

| <b>Core Modules</b> |           |   |                 |               |
|---------------------|-----------|---|-----------------|---------------|
| Code                | Status    | Module Title  | Period (number) | No of credits |
| PSY60622            | Mandatory | Psychological Research Design and Project Preparation | 1               | 15            |
| PSY607_1.1          | Mandatory | Cognitive Psychology                                  | 1               | 15            |
| PSY60822            | Mandatory | Biopsychology   | 2               | 15            |
| PSY61022            | Mandatory | Psychology Dissertation                               | 2               | 30            |
| SOC60222            | Mandatory | Surveillance and Society                              | 1               | 15            |
| SOC60522            | Mandatory | Contemporary Imprisonment                             | 1               | 15            |
| SOC60622            | Mandatory | Sociology of Personal Life                            | 2               | 15            |

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

| 22 | Curriculum Design   |
|----|---|
|    | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |



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.

|           |   |
|-----------|---|
| <b>23</b> | <b>Learning and Teaching Strategies</b> |
|-----------|---|

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

social integration, group, and project work to build confidence and support a community of learning.

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

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

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

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

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

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

## **24 Assessment Strategies**

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

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse, and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small, and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

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

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

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

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

| Module Code | Module Description  | Credits | Year | Assessment and learning methods |           |            |
|-------------|---------------------|---------|------|---------------------------------|-----------|------------|
|             |                     |         |      | Exam/Written                    | Practical | Coursework |
|             |                     |         |      | %                               | %         | %          |
| FDY00120    | Self As Learner     | N/A     | 1    | -                               | -         | 100        |
| FDY00220    | Resourcing Learning | N/A     | 1    |                                 |           | 100        |
| FDY00320    | Critical Thinking   | N/A     | 1    |                                 |           | 100        |
| FDY00420    | Critical Engagement | N/A     | 1    |                                 |           | 100        |

|          |                         |     |   |  |  |     |
|----------|-------------------------|-----|---|--|--|-----|
| FDY00520 | Effective Communication | N/A | 1 |  |  | 100 |
| FDY00620 | The Digital Learner n   | N/A | 1 |  |  | 100 |
| FDY00720 | Reflective Learning     | N/A | 1 |  |  | 100 |
| FDY00820 | Academic Writing        | N/A | 1 |  |  | 100 |

The following table provides the indicative content of assessment tasks:

| Module                          | Unistat    | Task      | Weighting | Indicative Word Counts | Indicative Content of Assessment Tasks   |
|---------------------------------|------------|-----------|-----------|------------------------|--|
| FDY00120<br>Self As Learner     | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>   |
| FDY00220<br>Resourcing Learning | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>  |
| FDY00320<br>Critical Thinking   | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul> |

|                                     |            |           |      |      |  |
|-------------------------------------|------------|-----------|------|------|--|
| FDY00420<br>Critical Engagement     | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>   |
| FDY00520<br>Effective Communication | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>   |
| FDY00620<br>The Digital Learner     | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul> |
| FDY00720<br>Reflective Learning     | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> </ul>   |

|                              |            |           |      |      |  |
|------------------------------|------------|-----------|------|------|--|
|                              |            |           |      |      | <ul style="list-style-type: none"> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul> |
| FDY00820<br>Academic Writing | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>                                      |

## 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 & SOCIOLOGY: TEACHING, LEARNING AND ASSESSMENT

| 22 | Curriculum Design   |
|----|---|
|    | <p>BA (Hons) Psychology and Sociology with Foundation Year will be completed in four 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.</p> <p>To ensure that students on this programme are eligible for the <i>Graduate Basis for Chartership</i> 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.</p> <p>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.</p> <p>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.</p> <p>During this first year, students will study a range of modules at Level 4 and will be provided the opportunity to develop the basic skills, techniques and values that make for successful undergraduate learning. These skills are introduced via a series of lectures, practical group tasks, seminars and one-to-one tutorial sessions. As the first-year progresses, level 4 modules will increase emphasis in developing those specifically sociological skills, subject knowledge and understanding required to progress towards more advanced undergraduate study at level 5 and 6. This is one of the most immediate ways that this degree creates and strengthens already existing, research methods "module pathways" which can then be marketed to students as demonstrably providing employability and/or transferable skills. For example, the module SOC40522 is the first in a research method oriented 'pathway' that continues across level 5 and level 6 of the degree. In SOC40522, students are introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed, as will their respective strengths and weaknesses. In and as part of this introduction students will be provided with an understanding of the theoretical questions that underpin the application of such methods in empirical social research, and the methodological and practical issues that arise during their application. Students will explore different areas of social research in lectures, small group tasks and class presentations and debates. There will also be a strongly practical flavour to this module. Students will not only follow along as the research process converts various types of textual and interactional data into research findings and presentations. They will also get a chance to experience the practical challenges of managing and negotiating this process for themselves. In this way students will become equipped with some of the basic skills necessary to undertake</p> |



qualitative and quantitative projects, from project planning and set-up right through to the conduct of ‘real world’ research and the final presentation and dissemination of research findings.

Over the three years, modules will equip them with the skills necessary to undertake empirical social research. Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Psychology and Sociology, and by designing and undertaking an empirical study. This will include providing students with opportunity to develop a project of choice all the way from planning to writing up findings, developing their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the “real world”.

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 Sociology 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 Masters programmes in psychology, 2019*). BPS accreditation ensures the development of, from the outset, a robust, rigorous and challenging programme, and that the highest of professional standards in ethical practice are both maintained and taught.

The hidden aspects of society that this curriculum has been designed to reveal are the structures and outworkings of power in multiple forms within society. This curriculum has been designed to enable you to look at the world in a more critical way and to question why society functions in the way that it does, especially in relation to inequality and the function of power. It seeks to do this through the study, critique and application of a broad range of sociological perspectives such as functionalism, feminism, Marxism and identarianism. This curriculum has been designed to ensure that studies from and of such perspectives are not isolated or abstracted, but rather built upon each semester by their application to different contexts, case studies and foci such as: media, education, sport, politics, religion, race, sexuality, gender, crime, and family.

Sociology’s curriculum is enhanced through modules that explore crime from a sociological perspective. This will provide you with an enhanced understanding of human behaviour from a sociological perspective that is focused on society and societal structures as things to be critiqued and considered rather than taken for

granted or inevitable. That means that whilst the curriculum is designed to familiarise you with the criminal justice system it then enables you to also apply your sociological tools to question that system and the power it holds asymmetrically over certain communities and groups of people. To critically question what that means for society as a whole.

Modules such as sociology of personal life and the sociology of happiness ensure that students can move completely and confidently through all three levels of social analysis – micro, meso and macro in such a way that enables you to grasp the complex systems that interact with human beings on emotional and psychological levels as well as social. Sociology is a science rich in useful approaches for the study of well-being. Role-identity theory as well as socialisation theory enable testing of hypothesis on well-being and contentment that could bring new perspectives to long-standing sociological theories.

Our students that emerge as graduates will do so with a range of employability skills: knowledge and understanding of the subject matter, critical thinking skills, analytical reasoning, research and inquiry skills, digital and media literacy, cross-cultural understanding of society, teamwork, leadership skills and independent work skills. For those students intending to go into teaching what you study in Sociology will give you the necessary broad basis of knowledge on topics that are common on a wide range of exam boards and curriculum requirements. Modules that explore crime from a sociological perspective will enable those interested in the police service or policy development to consider a broader range of employment positions within that, including some that are more focused on criminal justice policies or government advisement. For those going on to post-graduate education, the curriculum design gives them multiple avenues to follow as a through route, thus expanding the scope of places that they can apply to.

## **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 the VLE to engage in interactive formative sessions to develop academic writing and analytic skills.

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

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

### **Psychology**

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

In the programme structures, research training has been embedded throughout the programme, and developing research design and analytic skills have been mapped against key paradigms and BPS Supplementary Guidance for research and research methods on Society accredited undergraduate and conversion programmes (2017), (see table 1). At Level 4, students are introduced to simple experimental

designs and an introduction to parametric testing. As part of researching psychology, they are also introduced to qualitative research approaches.

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

Table 1: Research training

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

### Research ethics and integrity training

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

At Level 4, students are introduced to research ethics and will consider contemporary and historical ethical dilemmas in designing and conducting psychological research, using case studies and exercises. Students are also introduced to the *BPS Code of Human Research Ethics (2014)*; the *BPS Ethics Guidelines for Internet-Mediated Research (2017)* and the *BPS Code of Ethics & Conduct (2018)* in accordance with section 4.2 of the aforementioned BPS guidance.

Table 2: Research ethics & integrity training

| Ethical sensitivity                                   | Ethical motivation  | Ethical reasoning                                     | Ethical implementation    |
|---|---|---|---------------------------|
| Researching Psychology I<br>Researching Psychology II | Personality & individual differences<br>Researching psychology II | Researching Psychology I<br>Researching Psychology II | 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*.

### **Sociology**

Teaching overall is informed by research practise and experience.

The course will present sociology as an applied phenomenon, foregrounding both contexts or settings (i.e. the various private, public and third sector organizations and institutions within which sociological work is conducted or processed) and data based results (i.e. the details of attempts to change the society in which we live in). Some specific examples found in the BGU course are: increasing the health and wellbeing of a disadvantaged community group; enhancing existing government programmes and policies; and curating critical and reflective exhibitions on given topics at local museums, community centres. Consequently, the degree will offer opportunities for the application of sociological understanding in relevant professional contexts. These opportunities will be supported by external partners and/or internal research-based project activities. Consequently, sociology will support students in their future career choices, developing their analytic and problem-solving skills and giving them confidence to operate within dynamic, fast paced and complex working environments.

In line with Section 5 of the QAA benchmark statement, teaching on the course will be delivered via a wide range of styles and methods, where the central concern when choosing methods will always be to employ methods appropriate to the intended learning objectives and practical situation/context of the module in question. These methods include:

- Face to face teaching incorporating a mix of a lecture and small group-based work;
- Student debates;
- Problem-based learning sessions (this method is particularly important given that in sociology ‘learning situations should provide students with the opportunity to rehearse their own ideas and to revise them. Students should have the opportunity to gain experience of working together in groups and to practice a range of generic skills’;<sup>1</sup>)
- Technology based multi-modal workshops using digital activities for learning, research and assessment preparation. Guest speakers may also join us remotely;
- Dissertation supervision meetings with undergraduate students;
- One-to-one advice and guidance with personal tutees/students on modules during office hours;
- Advice and guidance to students via e-mail;
- Provision of learning resources for private study via dynamic use of BGU’s VLE, including copies of lecture slides, quizzes, links to web resources, and also readings and questions for students to consider whilst studying them;
- Social Media pages for relevant modules;

<sup>1</sup> QAA (2019). *Benchmark Statement for Sociology*. Mansfield: QAA, Section 5.4.

- Wherever relevant and possible, opportunities will be taken to engage students with non-standard forms of sociological data/evidence, including films, television programmes, websites, exhibitions, and so on.

Our teaching is focused on the following three areas:

*Knowledge and Understanding:*

The course will offer students a range of teaching and learning contexts in which to build and demonstrate knowledge and understanding. This will include classroom, field visits and VLE-based approaches: lectures, seminars, workshops, tutorials and discussion fora. Assessment will, in all cases, test knowledge and understanding at the appropriate levels.

*Intellectual Skills:*

Students will acquire, develop and apply intellectual skills in classroom, field and VLE-based contexts and as they progress through levels 4 to 6. Students will have opportunities to develop and exercise the required levels of intellectual skills through the rigours and framework of deliberately varied assessment practices.

*Practical/Professional/Transferable Skills:*

Experiential, individualised and self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Staff-led, peer-supported and independent strategies, which relate closely to relevant professional contexts, are manifest in the projects and studies undertaken at this level.

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| <b>24</b> | <b>Assessment Strategies</b> |
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The assessment strategy for BA (Hons) Psychology and Sociology 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.

Assessments comprise practical and coursework for instance discussions, oral presentations, portfolios, research report, and essays. Students will be provided with formative opportunities to inform and provide feedforward guidance for future success.

Assessments are designed to support students to develop relevant professional and transferable skills for the two discipline areas and related careers and to provide a positive way for them to confidently demonstrate their knowledge and understanding during the programme. The assessment strategies specific to the two subjects are outlined below.

**Psychology**

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

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

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

Table 3: summative assessment strategy: report writing

| Lit review/rationale                          | Method section  | Results/analysis  | Discussion  | APA Style Research Report   |
|---|---|---|---|---|
| Researching psychology I<br>Social psychology | Researching Psychology I<br><br>Researching Psychology II<br><br>Personality and Individual Differences | Researching Psychology I<br><br>Researching Psychology II<br><br>Personality and Individual Differences | Researching Psychology II<br><br>Personality and Individual Differences | Researching Psychology II<br><br>Personality and Individual Differences |

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).

| Module Code | Module Description                                     | Credits | Year | Assessment and learning methods |           |            |
|-------------|--|---------|------|---------------------------------|-----------|------------|
|             |  |         |      | Exam/Written                    | Practical | Coursework |
|             |  |         |      | %                               | %         | %          |
| PSY50422    | 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        |
| SOC40122    | Writing & Thinking Sociologically                      | 15      | 1    |                                 |           | 100        |
| SOC40222    | Social Research Skills: Texts Interactions             | 15      | 1    |                                 | 50        | 50         |
| SOC40422    | What's (the point of) Sociology?                       | 30      | 1    |                                 |           | 100        |
| PSY50422    | Personality and Individual Differences                 | 15      | 2    |                                 |           | 100        |
| PSY50722    | Social Psychology                                      | 15      | 2    |                                 |           | 100        |
| PSY50822    | Researching psychology II                              | 30      | 2    |                                 | 30        | 70         |
| SOC50222    | Public Sociology: Race, Religion & Sexuality           | 30      | 2    |                                 | 100       |            |
| SOC50422    | Sociology of Happiness                                 | 15      | 2    |                                 |           | 100        |

|            |  |    |   |  |     |     |
|------------|--|----|---|--|-----|-----|
| SOC50722   | Sociology of Education                             | 15 | 2 |  |     | 100 |
| PSY60622   | Psychology Research Design and Project Preparation | 15 | 3 |  |     | 100 |
| PSY607_1.1 | Cognitive Psychology                               | 15 | 3 |  |     | 100 |
| PSY60822   | Biopsychology                                      | 15 | 3 |  |     | 100 |
| PSY61022   | Psychology Dissertation                            | 30 | 3 |  |     | 100 |
| SOC60222   | Surveillance & Society                             | 15 | 3 |  |     | 100 |
| SOC60522   | Contemporary Imprisonment                          | 15 | 3 |  | 100 |     |
| SOC60622   | Sociology of Personal Life                         | 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%<br>Exam 50%  | 2000 words<br>MCQ<br>2 hours                   | January Semester 1<br>May Semester 2 |
| PSY40822    | Conceptual and Historical Issues in Psychology (CHiPs) | 15      | Essay 100%  | 2000 words                                     | January Semester 1                   |
| PSY40622    | Introduction to Psychology across the Lifespan         | 15      | Poster presentation 100%  | 15 minutes                                     | January Semester 1                   |
| SOC40122    | Writing and Thinking Sociologically                    | 15      | Portfolio 100% – 2 x 1000 words   | 2000 words                                     | January Semester 1                   |
| SOC40222    | Social Research Skills: Texts and Interactions         | 15      | Portfolio 100%<br>Discourse analysis & recorded power point applying Bechdal test | 700 words<br>5-minute recorded PowerPoint      | January Semester 1                   |
| SOC40422    | What's (the point of) Sociology?                       | 15      | Portfolio 100%  | 3x 750 words                                   | May Semester 2                       |
| PSY50722    | Social Psychology                                      | 15      | Literature Review 100%  | 2500 words                                     | January Semester 1                   |
| PSY50822    | Researching Psychology II                              | 30      | Portfolio 70%<br>Video paper 30%  | 3000 words (2x1500 word reports)<br>20 minutes | January Semester 1<br>May Semester 2 |

|            |  |    |  |                      |                     |
|------------|--|----|--|----------------------|---------------------|
| PSY50422   | Personality and Individual Differences             | 15 | Report 100%  | 2500 words           | May Semester 2      |
| SOC50422   | Sociology of Happiness                             | 15 | Photo essay 100%                                   | 2000 words maximum   | May Semester 2      |
| SOC50222   | Public Sociology: Religion, Race and Sexuality     | 30 | Debates x 4 (each worth 25% of overall grade)      | 8 minutes per debate | January Semester 1  |
| SOC50722   | Sociology of Education                             | 15 | Essay – 100%                                       | 2500 words           | May Semester 2      |
| PSY60622   | Psychology Research Design and Project Preparation | 15 | Ethics pack and research protocol 100%             | 3000 words           | December Semester 1 |
| PSY607_1.1 | Cognitive psychology                               | 15 | Report 100%  | 3000 words           | January Semester 1  |
| PSY60822   | Biopsychology                                      | 15 | Essay 100%   | 3000 words           | May Semester 2      |
| PSY61022   | Psychology Dissertation                            | 30 | Empirical research report 100%                     | 6000-8000 words      | May Semester 2      |
| SOC60222   | Surveillance and Society                           | 15 | Essay 100%   | 3000 words           | January Semester 1  |
| SOC60522   | Contemporary Imprisonment                          | 15 | Debates x 4 (each worth 25% of overall grade)      | 5 minutes per debate | January Semester 1  |
| SOC60622   | Sociology of Personal Life                         | 15 | Portfolio 100% - Creative response to 3 interviews | 3000 words           | May Semester 2      |

## 25 Inclusive Practice and Personal Development Planning

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

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

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

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;



- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

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

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

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

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

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

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

**5: Employability** – the Psychology curriculum equips students with a range of transferrable skills to enable employability including – data management; working with large databases and specialist software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences, in addition to a range of Psychology specific skills which include knowledge of Psychological assessment techniques and tools. Students are supported through the Psychology tutor system to develop their CV's and translate their learning into evidence based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated Psychology tutor at the start of their studies, and engage in a series of small group and individual meetings throughout Levels 5 and 6 which are timetabled into their programmes of study. The focus of the Level 4 and 5 meetings is to enable them to identify transferrable skills, and to develop personal statement writing and CV building.

**6: Being Enterprising** – students are supported to develop creative problem-solving skills through directed independent learning embedded at Levels 4 and 5 in modules researching Psychology I, Individual differences, and Researching Psychology II during which they design research projects to test hypotheses and develop

applied research questions in order to apply Psychological research and theory to address social issues. At Level 6, students develop project management skills through designing and delivering original Psychological research projects, and in addition consider the implications for practice from their findings.

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

| <b>Graduate Attribute</b>  | <b>Level 4</b>  | <b>Level 5</b>  | <b>Level 6</b>   |
|----------------------------|---|---|--|
| <b>Academic Literacies</b> | SOC121 Writing and Thinking Sociologically<br>This module is designed to help and support students as they adapt to life as an undergraduate sociology student.   |   | SOC327 Dissertation<br>The aim of this module is for the student, supported by formal training seminars and supervision meetings, to undertake a piece of sociological research on a topic of their own choice and to pursue this research in depth and with rigour over the course of the final year.   |
| <b>Global Citizenship</b>  | SOC122 What is (the point of) Sociology?<br>This module is designed to give students a positive view of the impact that the social sciences have had, and will continue to have, on modern societies, politics, cultures and economies. | SOC221 Sociology of Education<br>This module will take a look of the UK education system as a case study for helping us to understand the ways in which political, social, moral and economic agendas have shaped schools and universities.<br><br>SOC223 Public Sociology<br>This module taps into the a growing movement within the social sciences towards refiguring sociology as a specifically public sociology. The aims of the movement are to refresh the disciplines sociological imagination, engaging | SOC322 Surveillance and Society.<br>This module introduces students to the study of surveillance society. The module draws on key sociological concepts such as crime, inequality, social class, gender, race, ethnicity, the body, and globalisation, to offer an analysis of the ways in which forms of surveillance pervade individuals' everyday lives and how they are utilised by agents of control. |

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|                             |  | audiences beyond the academy and contributing in a meaningful way to the debates that are sparked by, and the solutions that are proposed in response to, pressing societal issues and challenges. |  |  |
| <b>Information Literacy</b> | SOC123 Research Skills; Texts and Interactions<br>In this module, students will be introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed.  |  |  |  |
| <b>Digital Fluency</b>      |  |  |  |  |
| <b>Employability</b>        | SOC122 What is (the point of) Sociology?<br>This module equips students with the intellectual resources to understand that and how the point of and purpose of sociology can be demonstrated, articulated and, where necessary, argued.<br><br>SOC124 Sociology of the moving image; film and television.<br>Students are introduced to a range of canonical television programming and provide insight into both the formal narrative conventions of certain television formats (the news, documentaries, soap operas, sit-coms). |  |  |  |
| <b>Being Enterprising</b>   | SCO121 Writing and Thinking Sociological<br>This module equips students with the skills necessary to undertake empirical social research (from project   |  |  |  |

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|  | planning to writing up findings), develop their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the 'real world'. |  |  |
| <p>All students are entitled to a learning environment that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Achieving this means working with student services such as disability and accessibility to identify students who may have additional support needs in the form of a specific learning difficulty or need adapted materials and ensuring they are provided in collaboration / consultation with the student. It also entails working with CELT to identify areas in which students are persistently asking for help as that will indicate an area that needs to be revisited / represented by academic staff, or by academic staff alongside CELT staff as appropriate.</p> <p>The use of personal tutors, and the pattern established of regular meetings with them will help us to identify and thus support students who may be struggling in ways that are not academic in nature, but will impact on their work. For example, if a student is facing homelessness, food scarcity or childcare problems. Solutions can be put in place by working with that student and the relevant experts on campus through student services.</p> <p>The curriculum has been intentionally designed to ensure that students experience a full reach of teaching approaches and assessment styles. This is to enable students to gain grades in the approaches they are already good at whilst slowly building up their capacity and confidence in the areas they are either weaker in or have not yet experienced. It is designed this way to try and limit student anxiety in such a way that you can cope with what is being required and, potentially, thereby learn better coping mechanisms for their responses to deadlines, pressure and new experiences – all of which are vital employability, and life, skills post graduation.</p> <p>As a department we have created specific tools to ensure an inclusive learning environment, these range from learning student's names and pronouns, to modelling inclusive language. Our curriculum has been rigorously put together in such a way as to ensure that all students, including those from minority communities, see themselves reflected in the texts we read, the case studies we examine and the questions we ask. We set ground rules with the students for speaking, listening, debating and challenging their own assumptions, and we strive to be fair and consistent in our application of those rules – often developed collaboratively with the students. Given that our subject necessitates the detailed working with material on very sensitive and emotive, sometimes triggering, topics this is a vital tool in ensuring inclusivity and in setting students up to develop as assured, confident learners.</p> |  |  |  |
| 26   | Technology Enhanced Learning   |  |  |
| <p>Students will be encouraged to apply technology and digital skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), which is used to augment the in-person classes by organising access to learning resources, preparatory and follow-up learning activities and tasks as part of the pedagogical approach for the programme. Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.</p> <p>Learning materials will be sign-posted and accessed through the module areas on the VLE which through digital reading lists will link through to the Library Systems for access to journals and specific subject related learning resources. Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU's library provision.</p>  |  |  |  |

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.

Within the Sociology sessions, technology is also utilised in a variety of ways to enhance the learning experience, consolidate knowledge and do short summative checks of understanding. We have guest lectures via TEAMS from scholars in other countries that would be too prohibitive in terms of finance or visa requirements to bring to BGU, thus letting our students benefit from direct access to experts within their field. We use tools such as Menti Meter, Kahoot or Socrative to undertake quick assessments of prior knowledge and understanding of material presented. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students.

Technology is also used to teach students how to undertake research and analyse data. Students are taught how to make sound recordings, video clips, photo elicitation from qualitative projects, and how to work with the files as raw and polished data. They are taught to use data software such as SPSS Statistics for quantitative analysis of data.

Within assessments technology is used as a tool for the students to develop their digital literacy, presentation skills and technology capacity. They are given scaffolded assessments that result in them creating e-posters, recorded and narrated multi-media power points, and podcasts. To scaffold these assessments we break them down into their constituent parts, give you examples from previous years, and work with in class to help you slowly build up the assessments ready for submission. We work closely with Digital Learning for each of these assessments, and with the podcast we also work closely with a podcast broadcaster. These are valuable employability skills and help the students understand the role of technology in terms of networking as well for a globally connected world of work.

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| <b>27</b> | <b>Work-related Learning and/or Placement</b> |
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Students on the BA (Hons) Psychology and Sociology with Foundation Year 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 transferrable skills that are of value to employers' (BPS, 2019, p.22).

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| <b>28</b> | <b>Employability</b> |
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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 Sociology and Foundation Year 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.

Programme Leader engagement with employers in the most common fields for those with sociology degrees – education (including further and higher), civil service, police, policy work for NGO / councils / government, researcher for media outlets, housing support, community development, youth workers and marketing. She asked them what qualities/ skills they want to see in sociology graduates, what qualities/ skills they currently thinking are lacking and what knowledge / understanding they require. The answers they gave have shaped the new module framework being offered with a more enhanced focus on diversity in society, social situations and social structures; the dynamics of class, age, gender, disability and ethnicity. Employers were clear that they wanted students who were adept at analysing problems, but more importantly, could provide potential solutions and improvements, perhaps by addressing social inequalities relating to factors such as class, gender, race, disability or poverty. By bringing in modules studying crime from a sociological perspective, we are adding awareness of how laws and regulations affect society and interpersonal relationships to our student's employability toolkit.

Employers are also brought into modules and course content as guest speakers or to run specific workshops.

For all of our students they face a far more uncertain and unstable working landscape that has previously been the case. A degree in sociology from BGU is intended to equip them with the transferable and analytical skills required to move between sectors and adapt with ease to the changing employment landscape.

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

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

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| <b>32</b>  | <b>Programme Specific Academic Student Support</b> |
| <p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development 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.</p> |  |
| <b>33</b>  | <b>Programme Specific Student Evaluation</b>       |
| <p>The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.</p> <p>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.</p> <p>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.</p>   |  |



## SECTION E2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & SOCIOLOGY: PROGRAMME MANAGEMENT

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| <b>29</b>  | <b>Programme Specific Admission Requirements</b>  |
| <p>Students will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). A range of qualifications that meet this requirement, include A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Students will also need GCSEs in English Language and Mathematics at grade 4 (previously C) or above (or equivalent).</p> <p>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.</p> <p>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 Recognition of Prior Learning (RPL). In accordance with University conditions, students are entitled to apply for RPL for credit awarded based on either relevant credit achieved at another HE institution (RP(C)L), or credit awarded for Experiential Learning, (RP(E)L).</p> |   |
| <b>30</b>  | <b>Programme Specific Management Arrangements</b> |
| <p>The Programme Leader for both subject areas will each lead and manage their specific parts of the programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists.</p> <p>The programme team work closely with BGU Placement Services Office to arrange placement opportunities.</p>  |   |
| <b>31</b>  | <b>Staff Responsibilities</b>                     |
| <p>Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p> <p>The programme team also includes specialist support roles as detailed below:</p> <p><b>Psychology Technician</b></p> <p>In accordance with BPS regulations, the programme draws on the specialist support of a Psychology technician who plays a crucial role in supporting both students and staff in maintaining specialist resources</p>   |   |

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 Masters' programmes in psychology (2019).

### **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

### MAP I

#### ASSESSMENT /OUTCOMES MAP

| Module Name                            | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|--|------|------|------|-----|-----|-----|
| FDY00120<br>Self As Learner            |      |      |      |     |     |     |
| FDY00220<br>Resourcing<br>Learning     |      |      |      |     |     |     |
| FDY00320<br>Critical Thinking          |      |      |      |     |     |     |
| FDY00420<br>Critical<br>Engagement     |      |      |      |     |     |     |
| FDY00520<br>Effective<br>Communication |      |      |      |     |     |     |
| FDY00620<br>The Digital<br>Learner     |      |      |      |     |     |     |
| FDY00720<br>Reflective<br>Learning     |      |      |      |     |     |     |
| FDY00820<br>Academic<br>Writing        |      |      |      |     |     |     |

# SECTION F2 (YEARS 2-4) BA (HONS) PSYCHOLOGY & SOCIOLOGY: 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                            | x    | x    | x    | x    | x    | x    | x    | x    | x    | x   | x   | x   | n/a | x   | x   | x   | x   | x   |
| PSY60822 Biopsychology                                      | x    | x    |      | x    | x    | x    |      | x    |      | x   | x   |     | n/a | x   |     | x   | x   |     |
| PSY607_1.1 Cognitive Psychology                             | x    |      | x    | x    | x    | x    | x    |      |      | x   |     | x   | n/a | x   | x   | x   | x   |     |
| PSY60622 Psychology Research Design and Project Preparation | x    | x    | x    | n/a  |      | x    | x    | x    | x    | x   | x   | x   | n/a | x   | x   | x   | x   | x   |
| SOC60222 Surveillance & Society                             | x    | x    | x    | n/a  | x    | x    | x    | n/a  | x    | x   | x   |     |     | x   | x   | x   | x   |     |
| SOC60522 Contemporary Imprisonment                          | x    | x    | x    | n/a  | x    | x    | x    | n/a  | x    | x   | x   |     |     |     | x   | x   | x   |     |
| SOC60622 Sociology of Personal Life                         | x    |      | x    | n/a  | x    | x    | x    | n/a  | x    | x   |     |     |     |     | x   | x   | x   |     |

## 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 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|------|
| PSY50422 Personality and Individual Differences       | x     | x     | x     | x     | x     | x     | x     | x     | x     | x    | x    | x    | n/a  | x    | x    |      | x    | x    |
| PSY50722 Social Psychology                            | x     | x     | x     | x     | x     | x     | x     | x     | x     | x    | x    | x    | n/a  | x    |      |      | x    |      |
| PSY50822 Researching Psychology II                    | x     | x     | x     | x     | x     | x     | x     | x     | x     | x    | x    | x    | n/a  | x    |      | x    | x    |      |
| SOC50222 Public Sociology: Race, Religion & Sexuality | x     | x     | x     |       | x     | x     | x     | n/a   | x     | x    |      | x    | x    | x    | x    | x    |      |      |
| SOC50422 Sociology of Happiness                       | x     | x     | x     |       | x     |       | x     | n/a   | x     | x    | x    | x    | x    | x    | x    |      |      |      |
| SOC50722 Sociology of Education                       | x     | x     |       |       |       | x     | x     |       | x     | x    | x    |      | x    | x    | x    | x    |      |      |

## 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 |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|------|
| PSY40522 Researching Psychology I                              | x     | x     | x     | x     | x     | x     | x     | x     | x     | x    | x    |      |      |      | x    | x    | x    |      |
| PSY40622 Introduction to Psychology across the Lifespan        | x     | x     | x     |       | x     | x     | x     | x     | x     | x    | x    | x    |      | x    | x    | x    | x    |      |
| PSY40822 Conceptual and Historical Issues in Psychology (CHiP) | x     | x     | x     | x     | x     | x     | x     | x     | x     | x    | x    | x    |      | x    | x    | x    | x    |      |
| SOC40122 Writing & Thinking Sociologically                     | x     | x     |       |       | x     |       |       | n/a   |       | x    |      |      |      | x    | x    |      | x    |      |
| SOC402223 Social Research Skills                               | x     | x     |       |       | x     | x     |       | n/a   | x     | x    | x    |      |      |      | x    | x    | x    |      |
| SOC40422 What is (the point of) Sociology?                     | x     |       | x     |       | x     | x     |       | n/a   | x     |      |      | x    |      | x    | x    |      |      |      |

## 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 & SOCIOLOGY

### 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  | x                                      | x    |      | x    | x    |      |      | x   | x   | x   | x   |     |     |     |     |
| Global Citizenship   |  |      | x    |      |      |      |      |     |     |     |     |     | x   |     |     |
| Information Literacy |  |      |      |      | x    | x    | x    |     |     | x   |     |     |     | x   |     |
| Digital Fluency      |  |      |      |      |      | x    | x    |     |     |     |     |     |     | x   |     |
| Employability        | x                                      |      |      |      |      |      |      |     |     |     |     | x   |     |     | x   |
| Being Enterprising   |  |      |      |      |      |      |      | x   |     |     |     |     | x   |     |     |

| Attribute            | SOCIOLOGY Programme Learning Outcomes |      |      |      |      |      |      |      |     |     |     |     |     |     |     |     |
|----------------------|---------------------------------------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
|                      | K&U1                                  | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
| 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 able 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 & SOCIOLOGY WITH FOUNDATION YEAR

## MAP 3

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

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

| QASA Reference | Brief Outline of Light/Minor Modification/<br>Major Modification<br><i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i><br><i>(Major - include details of change such as new routes, pathways etc)</i> | Date of QASA Approval (or event) | Approval effective from: | Details of cohort of students who will be affected by the modification<br><i>(eg 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 & SOCIOLOGY WITH FOUNDATION YEAR

## MAP 4

### Mapping of PSRB requirements against the Programme

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

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

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