

Course Specification

A. Course Information																					
Final award title(s)	BSc (Hons) Psychology (with Foundation Year)																				
Intermediate exit award title(s)	Certificate in Higher Education (CertHE) Psychology Diploma of Higher Education (DipHE) Psychology																				
UCAS Code	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Course Code(s)</td> <td style="width: 30%; text-align: center;">5929</td> </tr> </table>	Course Code(s)	5929																		
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Awarding Institution	London South Bank University																				
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																				
Division	Psychology																				
Course Director	Rachael Elward																				
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)																				
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)																				
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Mode</th> <th style="width: 20%;">Length years</th> <th style="width: 20%;">Start - month</th> <th style="width: 20%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td style="text-align: center;">4</td> <td style="text-align: center;">September</td> <td style="text-align: center;">July</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	4	September	July	Full time with placement/ sandwich year	N/A			Part time	N/A			Part time with Placement/ sandwich year	N/A		
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Full time	4	September	July																		
Full time with placement/ sandwich year	N/A																				
Part time	N/A																				
Part time with Placement/ sandwich year	N/A																				
Is this course suitable for a Visa Sponsored Student?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																				
Approval dates:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Course validation date</td> <td style="width: 20%; text-align: center;">May 2023</td> </tr> <tr> <td>Course review date</td> <td style="text-align: center;">May 2028</td> </tr> <tr> <td>Course specification last updated and signed off</td> <td style="text-align: center;">May 2023</td> </tr> </table>	Course validation date	May 2023	Course review date	May 2028	Course specification last updated and signed off	May 2023														
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Course review date	May 2028																				
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Professional, Statutory & Regulatory Body accreditation	This course will be submitted for fast-track accreditation by the British Psychological Society. Once approved, students would be eligible for graduate Basis for Chartership with the BPS provided they complete the full award, with a classification of 2:2 (or above).																				

Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	N/A	
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	Office for Students (OfS) Guidance for Conditions of Registration Framework for Higher Education Qualifications 20184 Psychology Subject Benchmark Statements (2019) PSRB: British Psychological Society Standards and Guidelines https://www.bps.org.uk/our-members/standards-and-guidelines Competitions and Markets Authority SEEC Level Descriptors 2021 QAA Quality Code for Higher Education 2018

B. Course Aims and Features

Distinctive features of course	<p>The Foundation Year’s distinctive features are:</p> <p>The Foundation Year provides students with a solid foundation in academic skills and science-related disciplines, instilling knowledge and practical skills that will prepare them for the BSc (Hons) Psychology undergraduate degree. The course is structured such that all S1 modules are shared across all BSc with foundation year programmes in the School of Applied Sciences. Students who wish to change programme at the end of S1 can do so through consultation with the course director of both their parent programmes and the programme they wish to change too. This is subject to approval by both Course Directors and successfully passing all S1 modules.</p> <p>The distinctive features of the BSc (Hons) Psychology course are as follows:</p> <p>This course is, to our knowledge, the first in the UK, that teaches the core curriculum from an holistic perspective so students fully appreciate how different areas of psychology (biological, cognitive, individual differences, developmental , social and conceptual and historical issues) integrate to facilitate greater understanding of human behaviour by exploring themes such as feelings, behaviour with others, thinking and communication and learning and memory.</p>
Course Aims	<p>The BSc (Hons) Psychology (with Foundation Year) course aims to:</p> <p>1. The BSc (Hons) Psychology Foundation Year aims to:</p> <ol style="list-style-type: none"> 1. Develop academically confident “Level 4 ready” students through the provision of a supportive learning environment at Foundation Level that nurtures the development of the theoretical knowledge, academic, and practical skills necessary to successfully study the BSc (Hons) Psychology degree. 2. Introduce the student to reflection and analytical, problem solving and thinking in a broad context at Foundation Level. 3. Develop the academic and scientific knowledge skills and competencies necessary to promote success in degree-level study of Psychology. 4. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing career support and making available opportunities for problem-based learning, volunteering, and engaging in extra-curricular activities at university and beyond.

	<p>5. Deliver a future-fit curriculum at Foundation level that is aligned to the BSc (Hons) Psychology curriculum.</p> <p>The BSc (Hons) Psychology course aims to:</p> <ol style="list-style-type: none"> 1. Provide students with a grounding in the empirical study of behaviour and of psychological processes and to acquaint them with the major facts, theories and debates in contemporary Psychology; 2. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research; 3. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically; 4. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education; 5. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study. 6. Provide programmes of study that lead to Graduate Membership and eligibility for the Graduate Basis for Chartered membership with the BPS.
<p>Course Learning Outcomes</p>	<p>By the end of the course students will be able to:</p> <p>Psychology Foundation Year learning outcomes</p> <p>Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • S1 Scientific disciplines underpinning or relating to the study of Psychology (biology and nutrition). • S2 The role of Psychology in the understanding of human thought, feelings, and behaviour and its application to contemporary, real-world issues. • S3 The different sub-disciplines of Psychology and their role in supporting the understanding of human thought, feelings, and behaviour. • S4 The interdisciplinary nature of Psychology. • S5 The application of academic and scientific skills including numerical and statistical methods, academic and scientific writing, communication, and presentation skills. • S6 The application of appropriate scientific knowledge and understanding to facilitate the understanding of theory, data collection, and interpretation. <p>BSc (Hons) Psychology learning outcomes</p> <p>Students will have knowledge and understanding of:</p> <p>A1 Biological psychology including evolutionary approaches and genetics, the biological basis of perception, learning and behaviour, brain functioning and neuroanatomy, synaptic transmission, neuropsychology and hormones.</p> <p>A2 Cognitive psychology including perception, attention, memory, language, thinking, reasoning and decision-making.</p> <p>A3 Social psychology including social cognition, critical approaches to understanding social behaviour, interpersonal behaviour intrapersonal behaviour, group processes, social communication, social development, and intergroup relations and conflict.</p> <p>A4 Developmental psychology including cognitive and language development, social behaviour, emotional development and attachment.</p> <p>A5 Individual differences including personality, intelligence, psychological testing, emotions and feelings, abnormal psychology and mental health.</p> <p>A6 Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct.</p>

	<p>A7 Conceptual and historical issues in psychology including locating current approaches in the developing history of the discipline, defining principles of psychology, approaches to the study of behaviour and experience, and conceptual debates.</p> <p>A8 Applied psychology encompassing principles of application to real world issues, with a particular focus on addiction.</p> <p>Students will develop their intellectual skills such that they are able to:</p> <p>B1 Integrate and evaluate multiple psychological perspectives, and to generate, explore, and evaluate research questions and empirical evidence, for theoretical and real-world applications, using a diverse range of source material</p> <p>Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Write, speak, and listen appropriately in a variety of environments and for a range of audiences, both independently and as part of a group.</p> <p>Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Recognise, utilise and reflect upon those abilities which are relevant for successful employment in psychology-specific and other professions.</p>
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C. Teaching and Learning Strategy

See the curriculum map (Appendix A) for an overview of the contribution that each module at each level makes to the development and assessment of the above skills. Individual module descriptors will detail how specific learning outcomes will be developed and assessed.

The Level S outcomes will develop the student’s ability in the context of academic, literacy, numeracy, and subject-specific skills. This will be achieved through a range of teaching and learning approaches that will include formal lectures, seminars, group work, problem-based learning, and laboratory work. A first requirement of the course is to begin to develop the skills required for effective participation at degree level. Modules at Level S will provide students with the underpinning scientific knowledge and academic skills in literacy and numeracy necessary to ensure comprehension and interpretation of the subsequent Level 4 modules.

A1, A2, A3, A4, A5, A7, and A8 are all introduced in Level 4. These core domains are delivered via a combination of lectures plus seminars or workshops in all levels. Topic areas are added and developed in level 5. In Level 6, students specialise through a number of optional modules. In most Level 4 seminars, practical and/or interactive exercises that either support learning or enhance study skills are used. In Levels 5 and 6, a variety of seminar, workshop, presentation, interactive and e-learning activities aim to help students develop their critical and analytical skills.

A6 is covered in a spine of modules running through Levels 4 and 5. Topics are covered in a combination of lectures, seminars, and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in Level 6.

Directed reading is an important aspect of teaching and learning in all domains. The amount, sophistication, and primary nature of the directed reading increases from Level 4 through to Level 6.

Critical thinking is developed in a scaffolded manner, such that students are provided with level-appropriate guidance and signposting as outlined in the table below. Module outcomes have been developed to reflect these stepping stones.

Stepping Stones in the Development of Critical Thinking Skills		
	Level 4	Level 5
		Level 6

Knowledge and understanding	<ul style="list-style-type: none"> • Awareness that knowledge base is open to ongoing debate and reformulation • Understands the difference between primary and secondary sources 	<ul style="list-style-type: none"> • Recognises the weight of evidence in supporting perspectives • Recognises that perspectives/approaches can differ in the quality of evidence used to support them 	<ul style="list-style-type: none"> • Can relate the knowledge base to other fields of study
Conceptualisation	<ul style="list-style-type: none"> • Identifies key concepts • Identifies strengths and weaknesses of above 	<ul style="list-style-type: none"> • Recognises competing perspectives 	<ul style="list-style-type: none"> • Can argue from competing perspectives
Synthesis	<ul style="list-style-type: none"> • Collects information from a variety of sources 	<ul style="list-style-type: none"> • Synthesises information from a variety of sources 	<ul style="list-style-type: none"> • Applies knowledge in unfamiliar contexts
Evaluation	<ul style="list-style-type: none"> • Judges the reliability of data 	<ul style="list-style-type: none"> • Compare methods and techniques • Can select appropriate methods for evaluation 	<ul style="list-style-type: none"> • Sophisticated explanation for contradictory data/evidence

- There is a focus on the explicit teaching of written, spoken, and listening-based communication skills at Level 4. This is then further developed at Levels 5 and 6.
- We have placed employability at the heart of our psychology courses. To this end, the teaching and learning strategy will ensure that students are aware of skills development in relation to future employment (e.g. through personal developmental programmes, personal tutoring, clear signposting of skills development within modules, career and skills development opportunities from the Division and central services).

D. Assessment

The course uses a blend of formative and summative assessment. Formative assessment provides structured feedback to support students in the summative task therefore scaffolding the approach to assessment and ensuring appropriate development of critical thinking, academic writing, practical and technical comprehension, and creativity.

Table 3 in Section H shows how the course will be assessed by module. Each module has a 20-credit accumulation and transfer apart from the Empirical Project at Level 6, which has 40 credits assigned to it for student study hours.

At Level S, knowledge and understanding is typically assessed via written reports, short essays or summaries, and examinations.

- Assessment is varied. Summative assessments at Levels 4, 5, and 6 are generally assessed with a combination of examination and coursework. Coursework activities vary from essays through to a commentary on a persuasive communication, applied reports and research reports.
- Examination formats vary. Some use multiple choice questions, short answer questions, essays and tests of statistical knowledge and reasoning
- Formative assessment using traditional and e-learning tools are built in to all modules.
- Critical thinking is assessed in all modules, at the appropriate level (see above table). Summative assessment of critical thinking only occurs after formative assessment; therefore, a large component of formative assessment of critical thinking takes place at Level 4, with summative assessment taking place increasingly at Levels 5 and 6.
- Communication skills are assessed in all modules, at the appropriate level. Summative assessment of communication skills only occurs after formative assessment; therefore, a large component of formative assessment of communication skills takes place at Level 4, with summative assessment taking place increasingly at Levels 5 and 6.

- Assessment of employability skills is a mixture of formative and summative assessment in modules across all levels. Employability skills are also supported and developed via academic tutoring, and as such are formatively assessed outside taught modules.

E. Academic Regulations

The University's Academic Regulations apply for this course.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

Entry to the Foundation year:

To be considered for entry to the course applicants would normally need at least 1 A Level in a science subject or a minimum of 64 UCAS points from an equivalent L3 qualification as follows:

- BTEC Subsidiary/National/BTEC Extended Diploma) but may not have achieved the appropriate grades to immediately join the BSc Programme.
- English Language and Mathematics GCSE at grade C (grade 4) or above (or equivalent).

Entry to BSc Psychology:

120 UCAS tariff points, equivalent to 3 Bs at A-Level, DMM BTEC National Diploma or Access to HE qualifications with 24 Distinctions and 21 Merits.

Applicants must hold 5 GCSEs A-C (reformed GCSEs grade 4 or above) including Maths and English or equivalent. Adult Literacy and Numeracy Level 2 as well as Key Skills Communications and Numbers equate to GCSE English and Mathematics.

APEL: Consideration of prior learning and experiential learning will be considered for those applicants with non-standard entry. The decision regarding the appropriateness of this learning for entry to the course is solely that of the Course Director. Consideration will also be given to students who wish to claim APL for Level 4 modules when transferring from another degree programme.

G. Course Structure(s)

Course overview

BSc (Hons) Psychology (with Foundation Year) – Full time

- The course is structured around 480 CATS points/credit. The course offers the award name of BSc (Hons) Psychology (with Foundation Year) offered as a four-year full-time course only. The course structure information is shown below followed by the listing of all modules potentially offered.
- At each level, all full-time students study for 120 credits. Any optional modules offered are contingent on sufficient student demand. All electives may not be available in any one year and new electives may be added.
- The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.
- Students will complete a 40-credit project in their final year.

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do six psychology modules in each of Levels S, 4, 5 and 6. All Psychology modules in Levels 4 and 5 are compulsory. At Level 6, there is a combination of compulsory and optional modules depending on route. See below. The programme confers professional certification by the British Psychological Society (GBC) on graduates and the modules required for GBC are indicated below. To obtain GBC students have to pass the modules indicated in the curriculum below, with an overall degree classification of 2:2 or above.

- The Empirical Project module is exempt from the compensated pass regulation.

BSc (Hons) Psychology (with Foundation Year) – Full time

	Semester 1		Semester 2	
Level S	An Introduction to Academic Skills for the Applied Sciences	20	Foundations of Human Nutrition	20
	Foundations of Mathematics for Science	20	Foundations of Psychology	20
	Foundations of Biology	20	Foundations of Psychological Research	20
Level 4	Introducing Psychological Approaches (compulsory)	20	Exploring Psychological Approaches (compulsory)	20
	Introducing Real World Psychology (compulsory)	20	Exploring Real World Psychology (compulsory)	20
	Psychological Research Methods 1 (compulsory)	20	Psychological Research Methods 2 (compulsory)	20
Level 5	Psychology of Feelings (compulsory)	20	Psychology of Behaviour with Others (compulsory)	20
	Psychology of Learning and Memory (compulsory)	20	Psychology of Thinking and Communication (compulsory)	20
	Psychological Research Methods 3 (compulsory)	20	Psychological Research Methods 4 (compulsory)	20
Level 6	Development of Brain and Behaviour in Infancy (optional)	20	Clinical Approaches in Forensic Psychology (optional)	20
	Psychology of Intra- and Inter-Group Processes (optional)	20	Counselling Psychology and Psychotherapy (optional)	20
	Psychology of Mental Health and Distress (optional)	20	Health Psychology (optional)	20
	Psychology of the Performing Arts (optional)	20	Lifespan Development (optional)	20
	Psychopharmacology (optional)	20	Neuropsychology (optional)	20
	Sex Gender Relationships (optional)	20	Psychology of Addictive Behaviour (optional)	20
	Thinking: Past, Present, and Future (optional)	20	Psychology in the Workplace (optional)	20
	Applied Psychometrics (optional)	20	Professional Placement in Psychology	20
	Empirical Project (compulsory)			40

Placement information

Students have the option of taking the placement module at Level 6. Students will find their own placements.

H. Course Modules

All Level S, 4, and 5 modules are core modules. At Level 6, students have the 40-credit Empirical Project module as a core module and must choose four 20-credit option modules from a selection.

Module Code	Module Title	Level	Semester	Credit value	Assessment
ASC_S_AAA	An Introduction to Academic Skills for Applied Sciences	S	1	20	1 coursework component
ASC_S_FOB	Foundations of Biology	S	1	20	2 coursework components
ASC_S_FMS	Foundations of Mathematics for Science	S	1	20	1 coursework component
ASC_S_FHN	Foundations of Human Nutrition	S	2	20	1 coursework component
PSY_S_FOP	Foundations of Psychology	S	2	20	2 coursework components
PSY_S_FPR	Foundations of Psychological Research	S	2	20	2 coursework components
PSY_4_IPA	Introducing Psychological Approaches	4	1	20	2 coursework components
PSY_4_IWP	Introducing Real World Psychology	4	1	20	2 coursework components
PSY_4_RM1	Psychological Research Methods 1	4	1	20	1 coursework component, 1 exam
PSY_4_EPA	Exploring Psychological Approaches	4	2	20	1 exam
PSY_4_EWP	Exploring Real World Psychology	4	2	20	2 coursework components
PSY_4_PRM	Psychological Research Methods 2	4	2	20	2 coursework components
PSY_5_POF	Psychology of Feelings	5	1	20	2 coursework components
PSY_5_PLM	Psychology of Learning and Memory	5	1	20	1 coursework component
PSY_5_ERM	Psychological Research Methods 3	5	1	20	1 coursework component, 1 exam
PSY_5_PBO	Psychology of Behaviour with Others	5	2	20	2 coursework components
PSY_5_PTK	Psychology of Thinking and Communication	5	2	20	1 coursework component, 1 exam
PSY_5_PRM	Psychological Research Methods 4	5	2	20	2 coursework components
PSY_6_DBB	Development of Brain and Behaviour in Infancy	6	1	20	2 coursework components

PSY_6_PII	Psychology of Intra- and Inter-Group Processes	6	1	20	2 coursework components
PSY_6_PMH	Psychology of Mental Health and Distress	6	1	20	1 coursework component
PSY_6_PPA	Psychology of the Performing Arts	6	1	20	1 coursework component
PSY_6_PYP	Psychopharmacology	6	1	20	1 coursework component, 1 exam
PSY_6_SGR	Psychology of Sex Gender Relationships	6	1	20	2 coursework components
PSY_6_PPF	Thinking: Past, Present, and Future	6	1	20	2 coursework components
PSY_6_PPP	Professional Placement in Psychology	6	1 or 2	20	1 coursework component
PSY_6_APM	Applied Psychometrics	6	2	20	1 coursework component, 1 exam
PSY_6_CAF	Clinical Approaches in Forensic Psychology	6	2	20	2 coursework components
PSY_6_CPP	Counselling Psychology and Psychotherapy	6	2	20	1 coursework component
PSY_6_HTP	Health Psychology	6	2	20	1 coursework component
PSY_6_LSD	Lifespan Development	6	2	20	1 coursework component
PSY_6_NRP	Neuropsychology	6	2	20	1 coursework component, 1 exam
PSY_6_PAB	Psychology of Addictive Behaviour	6	2	20	1 coursework component
PSY_6_PWK	Psychology in the Workplace	6	2	20	2 coursework components
PSY_6_EPP	Empirical Project	6	1 & 2	40	1 coursework component

I. Timetable Information

Timetables will be provided to students as soon as possible before the start of each semester. Typical contact hours for each week will range from 8 to 12 hours depending on the level of study and the modules that run in a semester. Modules that have laboratory sessions will normally have more contact time in a week than those without.

J. Costs and Financial Support

Course related costs

- Additional expenses that may be incurred by a student in this course include the cost of text books, Professional Body and journal subscriptions. Any extracurricular courses that a student wished to take that are NOT provided and supported financially by the University will also be an additional cost to the student.

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:
<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>
<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:
<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map
Appendix B: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level S Modules

D = Outcome Developed in Module; A = Outcome Assessed (and therefore also developed) in Module; T = Outcome Taught in Module

Foundation Level S programme outcome	Level S Module					
	Introduction to Academic Skills for Applied Sciences	Foundations of Biology	Foundation Maths for Science	Foundations of Human Nutrition	Foundations of Psychology	Foundations of Psychological Research
1	D	TDA		TDA	D	D
2					TDA	TD
3		D	D	D	TDA	TDA
4		D	D	D	TDA	TD
5	TDA	TDA	TDA	D	TDA	TDA
6		DA	TDA	TDA	TDA	TDA

S1 Scientific disciplines underpinning or relating to the study of Psychology (biology and nutrition).

S2 The role of Psychology in the understanding of human thought, feelings, and behaviour and its application to contemporary, real-world issues.

S3 The different sub-disciplines of Psychology and their role in supporting the understanding of human thought, feelings, and behaviour.

S4 The interdisciplinary nature of Psychology.

S5 The application of academic and scientific skills including numerical and statistical methods, academic and scientific writing, communication, and presentation skills.

S6 The application of appropriate scientific knowledge and understanding to facilitate the understanding of theory, data collection and interpretation.

Level 4 Modules

1086	Level 4 Module					
Programme outcome	Introducing Psychological Approaches	Introducing Real World Psychology	Psychological Research Methods 1	Exploring Psychological Approaches	Exploring Real World Psychology	Psychological Research Methods 2
A 1 - Biological	TDA	TDA	-	TDA	-	-
A 2 – Cognitive	TDA	TDA	-	TDA	TDA	-
A 3 – Social	TDA	-	-	TDA	TDA	-
A4 - Developmental	-	T	-	TDA	TDA	-
A5 – Individual Differences	-	TDA	-	TDA	TDA	-
A6 – Research Methods	TDA	-	TDA	-	TDA	TDA
A7 – Conceptual and Historical Issues	TDA	TDA	TD	-	TDA	TD
A8 - Applied	-	TDA	-	TD	TDA	-
B 1 – Critical thinking	TDA	TDA	TDA	TDA	TDA	TDA
C 1 - Communication	TDA	TDA	TDA	TDA	TDA	TDA
D1 - Employability	TDA	TDA	TD	DA	TDA	D

Level 5 Modules

1086	Level 5 Module					
Programme outcome	Psychology of Feelings	Psychology of Learning and Memory	Psychological Research Methods 3	Psychology of Behaviour with Others	Psychology of Thinking and Communication	Psychological Research Methods 4
A 1 - Biological	TDA	-	-	TDA	TDA	-
A 2 – Cognitive	-	TDA	-	TDA	TDA	-
A 3 – Social	TDA	-	TDA	TDA	TDA	-
A4 - Developmental	TDA	-	-	-	TDA	-
A5 – Individual Differences	TDA	-	TDA	-	TDA	-
A6 – Research Methods	-	-	TDA	TDA	TDA	TDA
A7 – Conceptual and Historical Issues	TD	TD	TDA	TD	TDA	TD
A8 - Applied	TD	-	-	TDA	TD	-
B 1 – Critical thinking	TDA	TDA	TDA	DA	DA	TDA
C 1 - Communication	TDA	TDA	TDA	TDA	TDA	TDA
D1 - Employability	DA	DA	D	D	TD	D

Level 6 Modules

1086	Level 6 Module					
Programme outcome	Development of Brain and Behaviour in Infancy	Psychology of Inter- and Intra-Group Differences	Psychology of Mental Health and Distress	Psychology of the Performing Arts	Psychopharmacology	Psychology of Sex Gender Relationships
A 1 - Biological	TD	-	TDA	TBC	TDA	TBC
A 2 – Cognitive	TD	-	TDA	TBC	TDA	TBC
A 3 – Social	TD	TDA	TDA	TBC	-	TBC
A4 - Developmental	TDA	-	TDA	TBC	-	TBC
A5 – Individual Differences	TD	-	TDA	TBC	TDA	TBC
A6 – Research Methods	DA	-	-	TBC	D	TBC
A7 – Conceptual and Historical Issues	TD	-	TDA	TBC	D	TBC
A8 - Applied	TDA	TDA	DA	TBC	TDA	TBC
				TBC		TBC
B 1 – Critical thinking	TDA	TDA	TDA	TBC	TDA	TBC
				TBC		TBC
C 1 - Communication	DA	DA	DA	TBC	TDA	TBC
				TBC		TBC
D1 - Employability	D	-	D	TBC	-	TBC

Level 6 Modules (contd.)

1086	Level 6 Module					
Programme outcome	Thinking: Past, Present, and Future	Applied Psychometrics	Clinical Approaches in Forensic Psychology	Counselling Psychology and Psychotherapy	Health Psychology	Lifespan Development
A 1 - Biological	TDA	-	TBC	-	-	-
A 2 – Cognitive	TDA	TDA	TBC	TDA	TDA	TDA
A 3 – Social	-	TDA	TBC	-	TDA	TDA
A4 - Developmental	TDA	TDA	TBC	TDA	TDA	TDA
A5 – Individual Differences	TDA	TDA	TBC	TDA	TDA	-
A6 – Research Methods	TD	TDA	TBC	TDA	-	-
A7 – Conceptual and Historical Issues	TDA	TDA	TBC	TDA	TD	-
A8 - Applied	TDA	TDA	TBC	TDA	TDA	-
			TBC			
B 1 – Critical thinking	TDA	D	TBC	TDA	TDA	TDA
			TBC			
C 1 - Communication	DA	TDA	TBC	DA	DA	DA
			TBC			
D1 - Employability	DA	TDA	TBC	-	-	-

Level 6 Modules (contd.)

1086	Level 6 Module					
Programme outcome	Neuropsychology	Psychology of Addictive Behaviour	Psychology in the Workplace	Professional Placement in Psychology	Empirical Project	
A 1 - Biological	TDA	TDA	-	DA*	DA*	
A 2 – Cognitive	TDA	TDA	TDA	DA*	DA*	
A 3 – Social	-	TDA	TDA	DA*	DA*	
A4 - Developmental	TDA	TDA	-	DA*	DA*	
A5 – Individual Differences	TDA	TDA	-	DA*	DA*	
A6 – Research Methods	TDA	D	-	-	DA	
A7 – Conceptual and Historical Issues	TDA	DA	TD	DA*	DA*	
A8 - Applied	TDA	TDA	TDA	DA	DA	
B 1 – Critical thinking	TDA	TDA	TDA	DA	DA	
C 1 - Communication	TDA	DA	TDA	DA	DA	
D1 - Employability	D	D	TDA	DA	DA	

Appendix B: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award

intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture

summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions