



BSc (Hons) Psychology Programme Handbook



**The British
Psychological Society**
Accredited

Published February 2024
V6

Introduction to the Programme

Welcome to the BSc (Hons) Psychology degree programme!

We are so pleased that you have chosen to study the fascinating world of psychology with us. We hope that you find the course intellectually stimulating, informative and enjoyable. You are a valuable member of our learning community, and we are looking forward to hearing your thoughts and ideas across each of our modules.

The BSc (Hons) Psychology degree programme is made up of the core modules listed at the end of this document that are studied across levels four, five and six. An outline of the content and assessment methods of each of the modules can be found in the Module Definition Form section of iLearn. Each 20-credit module is equivalent to approximately 200 hours of self-guided learning. You will also be supported through each module by academic staff who will bring key topics to life through interactive lessons, discussions, and activities.

The BSc (Hons) Psychology degree programme will introduce you to the core areas of psychology and will help to build your confidence, knowledge, and skill in both understanding and using research.

We look forward to working with you on your learning journey and supporting you to achieve your academic and professional goals.



Lynne Hemingway
DL Programme Leader



Dr Sharon Buckland
BL Programme Leader

Introduction to the School

Arden University's BSc Psychology programme sits within the School of Psychology and Social Science.

The School is headed by Professor Gail Steptoe-Warren. Gail is a Chartered Member of the British Psychological Society, a Full Member of the Division of Occupational Psychology, and a registered occupational psychologist with the Health and Care Professions Council. Gail has worked within the HEI sector for over 16 years, having achieved Senior Fellow status of the HEA, as well as worked in a consultancy capacity within the public, private, voluntary, and charitable sectors.



Supporting Gail is the Deputy Head of School Dr Sophie Ward. Sophie is a Chartered Psychologist and has been working in Higher Education for over 8 years, both in professional services and academia. Sophie is also a qualified test user (ability and personality) and mental health first aider, who continues to work with public sector organisations such as the Fire and Rescue Service and National Health Service. Sophie's main area of interest is Occupational Psychology, with her most recent research exploring the sources of and reactions to work frustration, testing multiple models using mixed methodology.



Dr Leanne Rowlands is our second Deputy Head of School. Leanne is also a Chartered Psychologist with a teaching and research background. Leanne has worked within HE for over 7 years and has a focus on teaching, learning and digital innovation. Leanne's main research interests are in emotion, the interface of cognition and emotion, and applied neuropsychology. Leanne has been involved with neurorehabilitation policy work in Wales, together with the UK Acquired Brain Injury Forum.



The School of Psychology also benefits from a team of multi-disciplinary lecturers who bring a wealth of academic and practitioner experience with them. You will meet our amazing team across your learning journey.

Welcome to the School of Psychology and Social Science!

BPS Accreditation

The British Psychological Society

The British Psychological Society (BPS) is the representative body for psychology and psychologists in the UK. They are responsible for the development, promotion, and application of psychology for the public good. Arden University's BSc (Hons) Psychology programme is accredited by the BPS. Students who successfully complete the programme, with a minimum pass grade of 40% on the Research Project, and graduate with a lower 2nd class honours degree or higher will be eligible for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society - the basic requirement to train as a professional psychologist.

What does the student need to do?

Once you have enrolled onto the BSc (Hons) Psychology programme and completed the induction Arden University will register your membership with the BPS after 3 months of study and cover the cost of membership whilst you are actively studying. This will provide you with a wide range of resources that may help you during your studies. BPS membership is a mark of quality that prospective students and employers understand and value. It keeps open the widest range of training, development, and employment opportunities for graduates. Please note, your membership is not applied for until you complete 3 months of study, therefore it will take at least 3 months for membership to be gained.

Personal Tutoring Scheme and the BPS

As part of BPS accreditation, you will have access to personal tutors known as Professional Development Coaches (PDCs). Our PDC team is your **first point of contact for Psychology-specific professional development**. They are here to **guide you in making the most of your university experience** and to help you **achieve your goals around professional development**.

Your PDC team is made up of scholars and lecturing staff here within the Psychology School at Arden University, and they are here to support you throughout your degree. When you meet with a PDC, you can discuss your professional development, and explore goals relevant to professional development skills.

Further details can be found on the BPS website <http://www.bps.org.uk/>



1. Programme Code						
2. Programme Title	BSc (Hons) Psychology					
3. Target Award Title	BSc (Hons) Psychology Diploma of Higher Education in Psychology (240 credits) Certificate of Higher Education in Psychology (120 credits)					
4. Exit Award Title(s)	Certificate of Higher Education in Psychology (120 credits) Diploma of Higher Education in Psychology (240 credits) BSc (Hons) Psychology (360 credits)					
5. Subject Area	Psychology					
6. School	Psychology and Social Sciences					
7. Programme Team Leader(s)	Lynne Hemingway & Dr Sharon Buckland					
8. Programme Type	Specialist					
9. Delivery Model	DL		BL F/T	X	Apprenticeship	
	F/T					
	DL	X	BL P/T		Other	
	P/T					
Where delivery model identified as 'Other' please provide details	N/A					
10. Location of Delivery	Online (DL) Birmingham (BL) Leeds (BL) London: Ealing, Holborn and Tower Hill (BL) Manchester (BL)					
11. Proposed Start Date	January 2022					
12. Reference Points	<p>QAA Subject Benchmark Statements – Psychology – November 2019</p> <p>On graduating with an honours degree in Psychology, students are able to:</p> <p>Subject-specific skills</p> <p>4.4</p> <p>i. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications</p> <p>ii. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues</p> <p>iii. identify and evaluate patterns in behaviour, psychological functioning and experience</p>					

- iv. generate and explore hypotheses and research questions drawing on relevant theory and research
- v. carry out empirical studies involving a variety of methods of data collection including; experiments, observation, questionnaires, interviews and focus groups
- vi. analyse, present and evaluate quantitative and qualitative data and evaluate research findings
- viii. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies
- viii. use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
- ix. apply psychological knowledge ethically and safely to real-world problems
- x. critically evaluate psychological theory and research
- xi. carry out an extensive piece of empirical research that requires individual demonstration of a range of research skills including; planning, considering and resolving ethical issues, analysis and dissemination of findings.

Generic skills

4.5

- i. communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through the requirement to write essays, scientific reports and through designing and delivering presentations to groups
- ii. demonstrate numerical reasoning skills
- iii. be computer literate, displaying at the very least skill in the use of word processing, database and analytic software packages.
- iv. retrieve and organise information effectively. Psychology graduates are familiar with collecting and organising stored information found in library books, journal collections and online. Graduates will demonstrate skill in critically evaluating primary and secondary sources
- v. recognise what is required from effective teamwork and articulate personal strengths and areas for development in this regard. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates facilitating awareness of successful and problematic interpersonal relationships
- vi. take individual responsibility for learning and skill development; this will include effective personal planning, self-reflection and project management skills, empowering students to become more independent and pragmatic as learners.

Subject knowledge and understanding

6.3

- i. understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations
- ii. recognise the inherent variability and diversity of psychological functioning and its significance
- iii. demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas, as outlined in paragraphs 4.4 and 4.5, and how they interrelate

	<p>iv. demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline</p> <p>v. demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations</p> <p>Subject-specific skills</p> <p>6.4</p> <p>i. reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology</p> <p>ii. adopt multiple perspectives and systematically analyse the relationships between them</p> <p>iii. detect meaningful patterns in behaviour and evaluate their significance</p> <p>iv. recognise the subjective and variable nature of individual experience</p> <p>v. pose, operationalise and critique research questions</p> <p>vi. demonstrate substantial competence in research skills through practical activities</p> <p>vii. reason analytically and demonstrate competence in a range of quantitative and qualitative methods</p> <p>viii. competently initiate, design, conduct and report on an empirically based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations</p> <p>ix. be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.</p> <p>Generic skills</p> <p>6.5</p> <p>i. communicate ideas and research findings by written, oral and visual means</p> <p>ii. interpret and use numerical, textual and other forms of data</p> <p>iii. be computer literate, for the purposes of furthering personal learning and in the analysis and presentation of ideas and research findings</p> <p>iv. solve problems by clarifying questions, considering alternative solutions and evaluating outcomes</p> <p>v. be sensitive to, and take account of, contextual and interpersonal factors in groups and teams</p> <p>xi. undertake self-directed study and project management, in order to meet desired objectives</p> <p>vii. take charge of personal learning and reflect and evaluate personal strengths and weaknesses for the purpose of future learning.</p>
<p>13. Professional, Statutory & Regulatory Bodies (PSRB)</p>	<p>British Psychological Society (BPS)</p>

14. Programme Aims

The BSc (Hons) Psychology degree aims to:

- develop a scientific understanding of the brain, behaviour and individual differences alongside the complex interactions between these;
- explore multiple perspectives within psychology in a way that fosters critical evaluation;
- develop an understanding of the real-life applications of psychological theory to a diverse range of experiences and behaviours;
- outline the role of empirical evidence in the creation of theory, potential limitations of this and also how theory guides the collection and interpretation of empirical data;
- develop a range of research skills, building confidence using key methods for investigating experience and behaviour, culminating in an opportunity to conduct an independent research project;
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications;
- foster positive attitudes towards learning through the use of innovative, effective and clearly aligned teaching, learning and assessment methods;
- maintain a curriculum that is up-to-date and provides a positive and encouraging environment for learning.

15. Programme Entry Requirements

Applicants without GCSE mathematics or equivalent are strongly encouraged to complete a Mini Maths module that is available through the learning system.

Dip HE and BSc (Hons)

- Passes at grade C or above in three subjects at GCSE level including mathematics or academic equivalent.
- Applicants without GCSE mathematics or equivalent are strongly encouraged to complete a Mini Maths module that is available through the learning system.
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 or equivalent for students who's medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience, and qualifications.

16. Graduate Attributes

GA1. Digitally Literate

Our graduates will show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts.

GA2. Contextually Innovative

Our graduates will be able to apply critical, creative, and evidence-based analysis, and personal reflection to real-world situations and challenges, both current and in the future.

GA3. Socially Intelligent & Inclusive

Our graduates will effectively navigate complex working relationships with people from any background or culture, using teamwork, communication, and leadership skills.

GA4. Professionally Knowledgeable

Our graduates will be knowledgeable and have in-depth comprehension in their subject area. They will have awareness, independent research skills, and other subject and discipline skills.

Mapping of Module to Graduate Attribute

Module	Graduate Attribute
Introduction to Studying Psychology	Contextually Innovative
Exploring Research in Psychology	Professionally Knowledgeable
Social Psychology	Digitally Literate
Biological Psychology	Digitally Literate
Developmental Psychology	Digitally Literate
Cognitive Psychology	Digitally Literate
Quantitative Research Methods	Professionally Knowledgeable
Personality and Intelligence	Digitally Literate
Qualitative Research Methods	Digitally Literate
Positive Psychology	Contextually Innovative
Forensic Psychology	Contextually Innovative
Sport and Exercise Psychology	Professionally Knowledgeable
Occupational Psychology	Socially Intelligent & Proactively Inclusive
Clinical and Health Psychology	Socially Intelligent & Proactively Inclusive
Child Development and Educational Psychology	Professionally Knowledgeable
Coaching Psychology	Contextually Innovative
Professional Development	Contextually Innovative
Research Project	Professionally Knowledgeable
Counselling Psychology, Mental Health and Illness	Socially Intelligent & Proactively Inclusive
Behavioural Neuroscience and Neuropsychology	Professionally Knowledgeable
Political Psychology	Contextually Innovative
Cyberpsychology	Professionally Knowledgeable
Gender and Sexuality	Contextually Innovative

17. Learning, Teaching and Assessment Strategies

Course content is delivered through an integrated learning and teaching pedagogy that includes both independent learning and working with others. For example:

Online learning

Independent

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials, resources and activities that can be accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students can discuss and critically engage with themes emerging from the online materials, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves
- Podcasts/online tutorials e.g., SPSS, JAMOVI, and Gorilla

Working Together

- Live online webinars facilitated by VOIP's where theory and practice are integrated
- Live chats
- Academic support virtual office hours

Blended learning

For blended learning delivery, lectures and seminars will be delivered that include group discussions, topic related activities, role-plays, case study analysis and reflective practice that is supported by student meetings and academic tutor support. This is supported with online activities outlined above.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their personal circumstances.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, portfolios of work, poster presentations as well as oral work such as group discussions, presentations etc., and our assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Understand the scientific underpinnings of psychology as a discipline, its historical and contemporary developments and limitations as well as socio-cultural differences.	Within each module a historical and contemporary view will be outlined. Each of the modules will adopt a global approach, outlining socio-cultural differences in both research undertaken and behaviour and attitudes across cultures.	Coursework
2. Reason scientifically, consider multiple perspectives consider ethical issues and make critical judgments about arguments in psychology	At level 4, students study Introduction to Studying Psychology that will set the foundation for developing student academic skills including literature reviewing and analysis. This will allow an understanding that is fed through and developed throughout the programme of study. Ethical considerations are considered throughout each module.	Coursework
3. Demonstrate knowledge and critical thinking in the core domains of psychology; biological, cognitive, developmental, individual differences, social, and research methods.	Key skills of information handling, critical evaluation and analysis of the core domains are embedded within modules.	Coursework
4. Detect meaningful patterns in behaviour, recognise the subjective nature of individual experience and critically evaluate their significance.	Patterns in behaviour are evaluated by evaluating theories and research within each module. Evaluation will be developed throughout level 4 with the adoption of a more critical analysis as students' progress through each module and develop their academic evaluative skills.	Coursework
5. Demonstrate a systematic knowledge of a range of research paradigms, research methods, including both quantitative and qualitative data analysis and be aware of their strengths and limitations.	Discussions of research paradigms and research methods are embedded within each module where the evaluation of published research and theory is encouraged. A systematic knowledge of research methods and paradigms is also developed and assessed directly within the modules; Exploring Research in Psychology, Quantitative Research Methods, Qualitative Research Methods, and Research Project.	Coursework
6. Initiate, design, conduct and report on empirically based research under appropriate supervision (posing, operationalising, and critically evaluating research questions), and	Students will begin to understand the design and ethical issues involved in conducting research within the Exploring Research in Psychology module. This will be fortified throughout the programme with assessments in the design of research within the modules; Quantitative Research Methods, Qualitative Research Methods and Research Project	Coursework

recognise ethical, theoretical practical and methodological strengths and limitations in conducting psychological research		
7. Communicate psychological findings in written, visual and/or oral form using numerical, textual, and other forms of data.	Students are required to contribute to group discussions, online forums and complete activities providing the opportunity to develop professional and academic communication skills. Students also develop communication skills through the completion of assessments such as written reports, essays, portfolios, posters, as well as oral presentations (voice over presentations).	Coursework
8. Develop academic skills (e.g., literature reviewing, reflection, academic writing, critical analysis) as well as graduate attributes (discipline expertise, effective communication, responsible global citizenship, professional skills, reflective practitioner, lifelong learning).	Academic skills are embedded within both the learning and assessment of each module. Scaffolded formative feedback is provided throughout the programme to gradually develop independent study. A graduate attribute is aligned with each module, with all attributes being covered more than once throughout the programme.	Coursework

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type <i>Compulsory (C) or Optional (O)</i>	Identified pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	GA1	GA2	GA3	GA4
4	Introduction to Studying Psychology	(C)	P	X	X	X				X	X		X		
4	Exploring Research in Psychology	(C)	P	X	X	X	X	X	X	X	X				X
4	Social Psychology	(C)		X	X	X	X			X	X	X			
4	Biological Psychology	(C)		X	X	X	X			X	X	X			
4	Developmental Psychology	(C)		X	X	X	X			X	X	X			
4	Cognitive Psychology	(C)		X	X	X				X	X	X			
5	Quantitative Research Methods	(C)		X	X	X	X	X	X	X	X				X
5	Personality and Intelligence	(C)		X	X	X	X	X	X	X	X	X			
5	Qualitative Research Methods	(C)		X	X	X	X	X	X	X	X	X			
5	Positive Psychology	(C)		X	X	X	X	X	X	X	X		X		
5	Forensic Psychology	(O)		X	X	X	X		X	X	X		X		
5	Sport and Exercise Psychology	(O)		X	X	X	X			X	X				X
5	Occupational Psychology	(O)		X	X	X	X			X	X			X	
5	Clinical and Health Psychology	(O)		X	X	X	X			X	X			X	
5	Child Development and Educational Psychology	(O)		X	X	X	X			X	X				X

5	Coaching Psychology	(O)		X	X	X	X			X	X		X		
6	Professional Development	(C)								X	X		X		
6	Research Project	(C)		X	X	X	X	X	X	X	X				X
6	Counselling Psychology, Mental Health and Illness	(O)		X	X	X	X			X	X			X	
6	Behavioural Neuroscience and Neuropsychology	(O)		X	X	X	X			X	X				X
6	Political Psychology	(O)		X	X			X	X	X	X		X		
6	Cyberpsychology	(O)		X	X		X			X	X				X
6	Gender and Sexuality	(O)		X	X		X	X	X	X	X		X		

