# BSc (Hons) Psychology (FEW)

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| Awarding institution | Bath Spa University |
| Teaching institution | Future Education World |
| School | School of Sciences |
| Main campus | Ras Al-Khaimah |
| Other sites of delivery | N/A |
| Other Schools involved in delivery | Bath Business School |
| | |
| Name of award(s) | Psychology |

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| Qualification (final award) | BSc (Hons) |
| Intermediate awards available | CertHE, DipHE, BSc |
| Routes available | Single |
| Professional Placement Year | Optional |
| Duration of award | 3 years full-time |
| Modes of delivery offered | Campus-based |
| Regulatory Scheme [1] | Undergraduate Academic Framework |
| Exemptions from regulations/framework [2] | No |
| | |
| Professional, Statutory and Regulatory Body accreditation | N/A |
| Date of most recent PSRB approval (month and year) | N/A |
| Renewal of PSRB approval due (month and year) | N/A |
| | |
| UCAS code | N/A |
| Route code (SITS) | XXXX |

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| Relevant QAA Subject Benchmark Statements (including date of publication) | Psychology (November 2019) |
| Date of most recent approval | XXXX |
| Date specification last updated | February 2022 |

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[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

## Exemptions

There are no exemptions

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# Programme Overview

Psychology is an inherently fascinating subject. With the aim to understand the mind and behaviour from a range of perspectives (i.e., biological, cognitive, social and developmental) and methodologies (drawing on the social sciences, natural sciences and mathematics) Psychology is one of the most popular degrees in higher education. Offering both depth and breadth (from the level of neural mechanisms to complex human relationships) Psychology is sometimes described as a 'hub' subject, allowing students to contribute to the many questions and challenges society faces. Providing you with a variety of skills from communication, computing and numeracy, to teamwork, independent learning and critical thinking a degree in psychology is highly valued by employers and we enhance that with a focus on business psychology, organizational behaviour, and human resource management.  Our graduates are prepared for a range of careers, from public service (education, health, civil service) to private industry/commerce.

Psychology at Bath Spa University (BSU) is committed to offer, deliver, and develop a stimulating and robust undergraduate degree provision. We strive to prepare you for many kinds of career, within

and allied to Psychology, by gaining relevant skills and knowledge within an enabling and empowering learning environment.

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# Programme Aims

1. To develop a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist
2. To acquire a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
3. To reach 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
4. To access multiple perspectives in a way that fosters critical evaluation and reflection
5. To develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues
6. To reach an understanding of real life applications of theory to the full range of experience and behaviour
7. To develop an understanding of employability issues and your future role in the workforce

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# Programme Intended Learning Outcomes (ILOs)

**A Subject-Specific Skills and Knowledge**

|  | Programme Intended Learning Outcomes (ILOs)<br><br>On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|---|---|---|---|
| A1 | The systematic and detailed understanding and application of multiple perspectives to psychological issues, utilising approaches chosen from a range of research methods, theories, evidence and applications to relevant issues. | Knowledge and critical understanding and relevant application of multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications to relevant issues. | Knowledge of the underlying concepts and principles across the multiple perspectives associated with psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications. |
| A2 | The ability to deploy coherent and detailed integration of ideas and findings from across the multiple perspectives and distinctive psychological approaches in Psychology. | Ability to apply underlying psychological concepts and principles outside the context in which they were studied, including, where appropriate, in an employment context. | Ability to recognise distinctive psychological approaches to relevant issues. |
| A3 | Conceptual understanding to identify and evaluate patterns in behaviour, psychological functioning and experience to devise and sustain arguments. | Identify and evaluate patterns in behaviour, psychological functioning and experience to devise and sustain arguments. | Knowledge of patterns in behaviour, psychological functioning and experience. |

| | | | |
|---|---|---|---|
| A4 | The ability to generate and explore and test hypotheses and research questions drawing on relevant theory and research to critically evaluate particular aspects of current research. | Knowledge of the main methods of enquiry in psychology, including the generation and exploration of hypotheses and research questions, drawing on relevant theory and research and describe and comment upon ng the appropriateness of different approaches to solving problems in the field of psychology | Knowledge of the main methods of enquiry in psychology, including the ability to explore hypotheses and research questions drawing on relevant theory and research. |
| A5 | The ability to accurately evaluate established techniques of analysis and enquiry to analyse, present and evaluate quantitative and qualitative data and evaluate research findings involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups leading to sound judgements in accordance with theories and concepts of the study of psychology. | An ability to present, deploy and interpret qualitative and quantitative data and evaluate research findings to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the study of psychology. | Ability to present and interpret qualitative and quantitative data and evaluate research findings to develop lines of argument accordance with basic theories and concepts of the study of psychology. |
| A6 | Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies. | Examine practical, theoretical and ethical issues associated with the range of methodologies. | Employ evidence-based reasoning and examine practical, theoretical and ethical issues. |

| | | | |
|---|---|---|---|
| A7 | The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments, applying psychological knowledge ethically and safely to real world problems with an appreciation of the uncertainty, ambiguity and limits of knowledge. | Ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments, applying psychological knowledge ethically and safely. | Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments. |
| A8 | The ability to evaluate critically psychological theory and research. | Understanding of the limits of their knowledge of psychological theory and research, and how this influences evaluations, analyses and interpretations based on that knowledge. | Ability to evaluate psychological theory and research. |
| A9 | The ability to manage your own learning, and to make use of scholarly reviews and primary sources and to carry out an extensive piece of empirical research that requires you individually to demonstrate a range of research skills including planning. | The ability to manage and reflect upon their own learning, and to make appropriate use of scholarly reviews and primary sources. | Ability to manage own learning, and use scholarly reviews and primary resources. |

**B Cognitive and Intellectual Skills**

|  | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|---|---|---|---|
| B1 | Communicate accurately and reliably, and with structured and coherent arguments information, ideas, problems and solutions to specialist and non-specialist audiences | Communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline. | Communicate, using cogent argument supported by relevant evidence and sensitive to the needs and expectations of an audience. |
| B2 | The ability to manage their own development and training to acquire new skills of a professional or equivalent nature | The ability to undertake further training to develop existing skills and acquire new competencies, demonstrating numerical reasoning skills and computer literacy, will enable them to assume significant responsibility within organisations. | Demonstrate numerical reasoning skills and be computer literate in the use of word processing, databases and analytic software packages. |
| B3 | Retrieve and organise critically evaluated information, from primary and secondary sources | Effectively retrieve and organise information found in library book and journal collections, and online. | Retrieve and organise information found in library, book and journal collections, and online. |
| B4 | The creative and enterprising ability to develop applications that provide solutions to contemporary issues and to adapt solutions to changing circumstances. | Demonstrate strategic and creative thinking by generating original and realistic ideas for solving identified issues and/or to achieve a specific outcome. | The ability to identify contemporary issues and opportunities to apply learning to create solutions. |

**C Skills for Life and Work**

| | Programme Intended Learning Outcomes (ILOs)<br><br>On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|---|---|---|---|
| C1 | Autonomous learning (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility. |
| C2 | Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively. | Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed. | Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others. |
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated clearly to both specialist and non-specialist audiences. | Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively. | Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments. |

| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies. | IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences. | IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment. |
|---|---|---|---|

[3] i.e. the ability to review, direct and manage one's own workload

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# Programme Content

This programme comprises the following modules

 Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

| Psychology | | | | | Status | | |
|---|---|---|---|---|---|---|---|
| Level | Code | Title | Credits | *Single | Major | Joint | Minor |
| 4 | PSY4010-20 | Introduction to Psychology (BPS) | 20 | C | | | |
| 4 | PSY4011-20 | Research Methods in Psychology 1 (BPS) | 20 | C | | | |
| 4 | PSY4012-20 | Individual differences: personality and intelligence (BPS) | 20 | C | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | BPY4000-20 | Introduction to Business Psychology | 20 | R | | | |
| 4 | PSY4014-20 | Debates in Psychological and Critical Thinking | 20 | R | | | |
| 4 | BMA4001-20 | Organisational Behaviour and Management | 20 | R | | | |
| 5 | PSY5104-20 | Research Methods in Psychology 2 (BPS) | 20 | C | | | |
| 5 | PSY5105-20 | Cognitive and Developmental Psychology (BPS) | 20 | C | | | |
| 5 | PSY5106-20 | Biological and Social Psychology (BPS) | 20 | C | | | |
| 5 | BMA5102-20 | Human Resource Management | 20 | R | | | |
| 5 | PSY5107-20 | Clinical Psychology | 20 | R | | | |
| 5 | BPY5000-20 | Contemporary Applications of Business Psychology | 20 | R | | | |

| 6 | PSY6011-20 | Dissertation 1: Design and pre-registration (BPS) | 20 | C | | | |
|---|---|---|---|---|---|---|---|
| 6 | PSY6012-20 | Dissertation 2: Research report (BPS) | 20 | C | | | |
| 6 | PSY6010-20 | Contemporary Application of Psychological Science (BPS) | 20 | C | | | |
| 6 | PSY6107-20 | Advanced Topics in Psychology | 20 | R | | | |
| 6 | PSY6108-20 | Careers in Psychology | 20 | R | | | |
| 6 | BPY6000-20 | Work Interventions: Health and Wellbeing | 20 | R | | | |

# Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

You will be supported in your development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

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# Work experience and placement opportunities

Employability is embedded throughout the programme with psychology related career highlights embedded in the level 4 Introduction to Psychology Modules, making use of the Higher Education Academy Psychology Employability Guide exercises in the research methods modules at level 5, and a module dedicated to Careers in Psychology at Level 6. In the final year, Contemporary Applications of Psychology uses a consultancy approach to using Psychology in service of real world solutions.

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# Graduate Attributes

| | Bath Spa Graduates… | In PSYCHOLOGY, we enable this… |
|---|---|---|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | Requiring our students to work collaboratively at Level 4 onwards, supporting their development of excellent communication skills, and embedding employability in the undergraduate curriculum in core modules. A wide range of employable skills are embedded throughout the programme, especially with respect to human resource management, data collection, analysis, and presentation. |
| 2 | Will be able to understand and manage complexity, diversity and change | With 9 core areas of psychology (cognitive, biological, developmental, social, individual differences, research methods, conceptual and historical issues) our subject furnishes students with frames for conceptual linking to understand and manage complexity, diversity and change from the individual level to organizations and wider social systems. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | Enabling our students to work across disciplines creatively and from a scientific perspective, to present material in creative ways in working collaboratively on both formative and summative assessments. |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | Emphasising the appropriate and effective use of digital resources throughout the course and the importance of communicating information via digital or online media, and in data handling at all levels of the programme. |

| 5 | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | By enabling you to participate in collaborative activities, with a diverse range of students from across the world, thus developing your intercultural awareness. We will promote and encourage you to engage in opportunities for study abroad and international work placements. |
|---|---|---|
| 6 | Will be creative thinkers, doers and makers | Giving students opportunities to think creatively and imaginatively in their interpretation and presentation of scientific information; By encouraging you to generate creative and effective solutions to organisational problems ensuring you have the ability to analyse and criticise, using sound arguments |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | Honing critical acumen through readings, activities and assessments throughout the programme; By supporting you to take responsibility for your own learning and to be curious about the world and your community. Your assessments will require you to communicate appropriately and effectively either orally, in writing or via other media. |
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | By developing your skills of reflection and encouraging you to review, question and rethink your own values and assumptions in order to adjust and improve your awareness of ethical issues. |

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