PART TWO PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	MBS College (Crete)
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Accredited by The British Psychological Society. www.bps.org (Wrexham graduates only)
What type of accreditation does this programme lead to?	For MBS College this programme covers the curriculum that enables individuals to make application to the BPS for accreditation. This is at the discretion of the British Psychological Society; Individual applications are not the responsibility of WGU. For WGU students the programme leads to Graduate Basis for Charter Membership (GBC). GBC is an entry requirement for all Society accredited postgraduate training courses required to work towards becoming a Chartered Psychologist.
Is accreditation in some way dependent on choices made by students?	To be eligible for GBC, graduates must achieve an Honours classification of 2:2 or above. Students must also complete the BPS course requirements which are integrated within the programme of study. Additionally, accreditation relates only to those graduates completing their programme at the University, and not to those completing their studies through any approved partner institution.
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons) , BSc, Diploma of HE, Certificate of HE
Award title	BSc (Hons) Psychology
JACS 3 code	C800
UCAS code	C800
Relevant QAA subject benchmark statement/s	Psychology
Other external and internal reference points used to inform the programme outcomes	Criteria for accreditation of Graduate Basis for Registration by the British Psychological Society for students studying at Glyndŵr University only.
Mode/s of study *(p/t, f/t, distance learning)*	Wrexham - Full Time and Part Time MBS College – Full Time
Language of study	English with a proportion being available in Welsh

Date at which the programme specification was written or revised	February 2014 Revised August 2016 Revised January 2018 – to include MBS College Crete delivery Revised September 2018 – semester of delivery changed for modules PSY501 and PSY507

Criteria for admission to the programme

For entry onto the programme students will need:

either: a minimum of 260 points at level three or equivalent, to include two subjects at A2 level

or: a pass in a relevant Access to Higher Education programme.

Applicants must also have a good standard of numeracy and literacy, i.e., Grade C or above in GCSE Mathematics and English/Welsh Language or equivalent.

Applicants who do not have the academic entry requirements, but who can demonstrate they have relevant experience, are also eligible for entry under the University's non-standard entry procedure. Such applicants will be invited to attend for interview and must be able to demonstrate the ability to cope with, and benefit from, the demands of the programme.

Glyndŵr University's Accreditation of Prior Learning (APL) procedures will be applied on an individual basis, within the parameters described in the procedures, to applicants seeking exemption from any part of the programme who are able to demonstrate they meet the criteria for APL. Normally only RPL would be accepted for level 4 but it may be possible to APL into levels 5 and 6 if transferring from a programme considered to be very similar in content to the Glyndŵr University programme e.g. from a similar BPS accredited programme. If students APL into level 5, there can be no guarantee that they will be eligible for GBC and they would be made aware of this. Due to the specific nature of the curriculum, it is unlikely that Accreditation of Experiential Learning will be considered.

Aims of the programme

The main aim of the programme is to provide a thorough grounding in psychology to Honours level. Students will spend some time becoming acquainted with the range of underpinning philosophies and approaches; consider claims for and against scientific rigour; and discover a variety of paradigms against which to examine the array of individual human behaviour.

Specifically the programme is designed to enable students to:

- develop a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these;
- present multiple perspectives in a way that fosters critical evaluation;
- understand real life applications of theory and relate them to the full range of experience and behaviour;
- develop an understanding of the role of empirical evidence in the creation and constraint of theory;
- acquire knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- manage own learning, and to exercise initiative and personal responsibility;
- become expert, with a well-structured and detailed knowledge of their subject, and associated skills and attitudes, informed by an understanding of how knowledge in their subject is developed and its current limits;
- be enterprising, with the ability to identify or create opportunities and take advantage of them to launch new and imaginative ventures for economic or social development in the prevailing context;
- act professionally, with professional attitudes and behaviours in working environments;

- become independent thinkers with the self-confidence in their personal skills, leading to an ability to appreciate and critically evaluate theory, research findings, and applications;
- develop the ability to be able to develop, hold and communicate an independent view;
- become lifelong learners with the curiosity and ability to develop intellectually and as a whole person in any employment, academic or social context, and to respond positively to innovation and change;
- have an international and future-oriented perspective with insight into, and concern for, the global and sustainability implications of their subject area and their personal actions, and an ability to adapt to different international and cultural contexts.

Distinctive features of the programme

This programme encompasses all the core areas of the subject of psychology designated by the British Psychological Society that equip graduates to progress to employment and/or provide a foundation from which they can continue to postgraduate study. Graduates would also be in a position to continue the route towards becoming professional psychology practitioners. The Department of Psychology also offers postgraduate programmes and several past students from the BSc (Hons) Psychology degree have progressed onto both Masters and PhD study.

Psychology students acquire an extensive range of generic skills which are widely accepted as providing an excellent preparation for many careers. In addition to subject skills and knowledge, graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, and independent learning. All are highly valued by employers. A degree in psychology facilitates progression into a range of careers including the media, marketing, government agencies, health and social care organisations, accountancy, and recruitment. With further postgraduate study, career paths open to graduates may include Clinical Psychology, Counselling Psychology, Forensic Psychology, Sport Psychology, or teaching and research. Many employers rate highly psychology degrees because of the transferable interpersonal skills gained by students on such courses. These skills equip students to work effectively in various roles.

Key distinctive features include:

- The programme has been voted No 1 in the United Kingdom for Student Satisfaction 2012 (independent website thecompleteuniversityguide.com) and is rated as one of the top ten Psychology departments in the United Kingdom in the Guardian University Guide 2013;
- Each taught module is “backed up” by a practical session. This allows students to “test” theory and knowledge and apply these to real life settings. For example a taught session may focus on visual perception, and the practical session might utilise the Flight Simulator to explore how individuals determine visual clues to land an aeroplane at night;
- The programme team has organised the Welsh Branch of the BPS Annual Conference twice in recent years and is planning an annual Glyndŵr University Psychology Conference which students are encouraged to attend and present;
- Students have instigated and developed a Psychology Society to which any student can apply for membership. The Society arranges trips to Conferences and exhibitions nationwide, and the logo used for the Society was designed by a past student as part of an assignment for the Social Psychology module.

Programme structures and requirements, levels, modules, credits and awards

The programme is delivered full time over three years or can be taken on a part time basis over six years (Wrexham campus only). Full time students are expected to attend the University three days each week, normally Wednesday, Thursday and Friday. Each day starts with two one hour lectures in the morning with practical sessions in the afternoon. The timing of the afternoon session can vary depending on the practicals planned for that day. For example this would normally consist of two one hour sessions data collecting or in certain circumstances practicals make take place off site and be over a longer time frame (trip to Chester Zoo for example). Students are made aware in good time of the duration and content of practicals via Moodle.

Part time students take the same modules as full time students and take one module in semester 1 and two modules in semester 2, this pattern is reversed as students move through the programme (1- 2, 2-1 etc.)

Exit awards

Students successfully completing 120 Level Four credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Certificate of HE in Psychology.

Students successfully completing 240 Level Four and Five credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Diploma of HE in Psychology.

BSc Psychology (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level Six. Note: the award of an Ordinary degree will not confer GBC.

BSc Psychology (Hons) may be awarded to students who have successfully completed 360 credits. Note: Students will be required to gain at least a 2:2 in order to be eligible for GBC.

The following tables give an indicative view of where in the timetable the modules will be delivered, the Module Leader and if the modules are core or optional. Table 1 relates to full time study (Wrexham campus). Table 2 refers to part time study.

Table 1

LEVEL 4
Level tutor Dr Mandy Robbins

MODULE CODE	MODULE	CORE / OPTIONAL
PSY407 Semester 1	Fundamental Psychology (Wednesday)	Core
PSY406 Semester 1	Study Skills for Psychology (Thursday)	Core
PSY408 Semester 1	An Introduction to Research Design (Friday)	Core
PSY410 Semester 2	An Introduction to Data Analysis (Wednesday)	Core

PSY405 Semester 2	Psychology in Action (Thursday)	Core
PSY409 Semester 2	Essential Psychology (Friday)	Core

LEVEL 5
Level tutor TBC

MODULE CODE	MODULE	CORE / OPTIONAL
PSY507 Semester 1	Individual Differences (Thursday)	Core
PSY504 Semester 1	Cognitive Psychology (Friday)	Core
PSY508 Semester 1	Intermediate Research Methods (Wednesday)	Core
PSY509 Semester 2	Advanced Research Design (Friday)	Core
PSY503 Semester 2	Biological Psychology (Wednesday)	Core
PSY507 Semester 2	Individual Differences (Thursday)	Core
PSY501 Semester 2	Developmental Psychology (Thursday)	Core

LEVEL 6
Level Tutor Sally Baker

MODULE CODE	MODULE	CORE / OPTIONAL
PSY617 Semester 1	Social Psychology (Thursday)	Core
PSY605 Semester 1/2	Research Project (Wednesday)	Core
Semester		
	Optional module one to be chosen in semester 1 and two to be chosen in semester 2	

	semester(semester 1 will run Friday, semester 2 Thursday)	
PSY607	Clinical Psychology	Optional
PSY608	Educational Psychology	Optional
PSY609	Forensic Psychology	Optional
PSY610	Health Psychology	Optional
PSY612	Occupational Psychology	Optional
PSY613	Work Based Learning (for Wrexham delivery only)	Optional
PSY618	Negotiated Learning (for Wrexham delivery only)	Optional
PSY614	Counselling Psychology (for Wrexham delivery only)	Optional
PSY615	Psychology of Religion (for Wrexham delivery only)	Optional

Table 2 (Wrexham campus only)

For part time study, Level Four (years one and two) is shown as students will need to complete modules in this sequence as the earlier modules form an underpinning for the latter modules. However, as students progress to Level Five, the sequencing is not as important and therefore provided students are able to fit in with the full time timetable, they have more freedom to choose the order in which they study the modules.

Module	Year	Semester
Study Skills for Psychology	One	One
Introduction to Research Design	One	One
Introduction to Data Analysis	One	Two

Module	Year	Semester
Fundamental Psychology	Two	One

Psychology in Action	Two	Two
Essential Psychology	Two	Two

Delivery structure for 2017/18 with intake January 2018 at MBS College Crete

Academic Timetable 2017/2018						
Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	
1	08 January 2018	09 January 2018	10 January 2018	11 January 2018	12 January 2018	Semester 1 (commences)
2	15 January 2018	16 January 2018	17 January 2018	18 January 2018	19 January 2018	
3	22 January 2018	23 January 2018	24 January 2018	25 January 2018	26 January 2018	
4	29 January 2018	30 January 2018	31 January 2018	01 February 2018	02 February 2018	
5	05 February 2018	06 February 2018	07 February 2018	08 February 2018	09 February 2018	
6	12 February 2018	13 February 2018	14 February 2018	15 February 2018	16 February 2018	
6	19 February 2018	20 February 2018	21 February 2018	22 February 2018	23 February 2018	Semester 1
7	26 February 2018	27 February 2018	28 February 2018	01 March 2018	02 March 2018	
8	05 March 2018	06 March 2018	07 March 2018	08 March 2018	09 March 2018	
9	12 March 2018	13 March 2018	14 March 2018	15 March 2018	16 March 2018	
10	19 March 2018	20 March 2018	21 March 2018	22 March 2018	23 March 2018	
11	26 March 2018	27 March 2018	28 March 2018	29 March 2018	30 March 2018	
	02 April 2017	**03 April 2018**	**04 April 2018**	**05 April 2018**	**06 April 2018**	Easter Holidays
12	09 April 2018	10 April 2018	11 April 2018	12 April 2018	13 April 2018	
13	16 April 2018	17 April 2018	18 April 2018	19 April 2018	20 April 2018	End of semester 1
	23 April 2018	**24 April 2018**	**25 April 2018**	**26 April 2018**	**27 April 2018**	Examination Week
1	30 April 2018	01 May 2018	02 May 2018	03 May 2018	04 May 2018	Semester 2 (commences)
2	07 May 2018	08 May 2018	09 May 2018	10 May 2018	11 May 2018	
3	14 May 2018	15 May 2018	16 May 2018	17 May 2018	18 May 2018	
4	21 May 2018	22 May 2018	23 May 2018	24 May 2018	25 May 2018	
5	28 May 2018	29 May 2018	30 May 2018	31 May 2018	01 June 2018	
6	04 June 2018	05 June 2018	06 June 2018	07 June 2018	08 June 2018	
7	11 June 2018	12 June 2018	13 June 2018	14 June 2018	15 June 2018	Semester 2
8	18 June 2018	19 June 2018	20 June 2018	21 June 2018	22 June 2018	
9	25 June 2018	26 June 2018	27 June 2018	28 June 2018	29 June 2018	
10	02 July 2018	03 July 2018	04 July 2018	05 July 2018	06 July 2018	
11	09 July 2018	10 July 2018	11 July 2018	12 July 2018	13 July 2018	
12	16 July 2018	17 July 2018	18 July 2018	19 July 2018	20 July 2018	
13	23 July 2018	24 July 2018	25 July 2018	26 July 2018	27 July 2018	End of Semester 2
	30 July 2018	**31 July 2018**	**01 August 2018**	**02 August 2018**	**03 August 2018**	Examination week
	04 August 2018	05 August 2018	06 August 2018	07 August 2018	08 August 2018	Marking
	14 August 2018	15 August 2018	16 August 2018	17 August 2018	18 August 2018	
	20 August 2018	21 August 2018	22 August 2018	23 August 2018	24 August 2018	Moderation
	27 August 2018	28 August 2018	29 August 2018	30 August 2018	31 August 2018	
	03 September 2018	04 September 2018	05 September 2018	06 September 2018	07 September 2018	Assessment Board
	10 September 2018	11 September 2018	12 September 2018	13 September 2018	14 September 2018	Resit Week
	17 September 2018	18 September 2018	19 September 2018	20 September 2018	21 September 2018	
	24 September 2018	25 September 2018	26 September 2018	27 September 2018	28 September 2018	
	01 October 2018	02 October 2018	03 October 2018	04 October 2018	05 October 2018	
	08 October 2018	09 October 2018	10 October 2018	11 October 2018	12 October 2018	
	15 October 2018	16 October 2018	17 October 2018	18 October 2018	19 October 2018	New Academic Year (Induction Week)

Information		
	Semester 1 commences: Monday 8th January 2018	13 teaching weeks
	Semester 1 ends: Friday 20th April 2018	
1 week examination or assessment week (Monday 23rd Arpil – Friday 30th April)		
	Semester 2 commences: Monday 30th April 2018	13 teaching weeks
	Semester 2 ends: Friday July 27th July 2018	
1 week examination or assessment week (Monday 30th July – Friday 3rd August 2018)		
5 weeks break for the students to prepare for resits		
Monday 10th September – Friday 14th September Re-sit week		

The above timetable will be provided to the applicants prior to their registration in order to make sure they are fully informed regarding the condensed delivery structure for 2017/2018. The applicants should sign a document showing that they have received knowledge. A signed copy will be kept into their student's file. The weekly timetable will also provided to the students upon their registration.

Delivery Structure for 2018/19 for January 2018 cohort

Annual Academic Year 2018/2019						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	
	15 October 2018	16 October 2018	17 October 2018	18 October 2018	19 October 2018	**Induction Week**
1	22 October 2018	23 October 2018	24 October 2018	25 October 2018	26 October 2018	
2	29 October 2018	30 October 2018	31 October 2018	1 November 2018	2 November 2018	
3	5 November 2018	6 November 2018	7 November 2018	8 November 2018	9 November 2018	
4	12 November 2018	13 November 2018	14 November 2018	15 November 2018	16 November 2018	
5	19 November 2018	20 November 2018	21 November 2018	22 November 2018	23 November 2018	
6	26 November 2018	27 November 2018	28 November 2018	29 November 2018	30 November 2018	
7	3 December 2018	4 December 2018	5 December 2018	6 December 2018	7 December 2018	
8	10 December 2018	11 December 2018	12 December 2018	13 December 2018	14 December 2018	
9	17 December 2018	18 December 2018	19 December 2018	20 December 2018	21 December 2018	
	24 December 2018	25 December 2018	26 December 2018	27 December 2018	28 December 2018	**Christmas Holidays**
	31 December 2018	1 January 2019	2 January 2019	3 January 2019	4 January 2019	
10	7 January 2019	8 January 2019	9 January 2019	10 January 2019	11 January 2019	
11	14 January 2019	15 January 2019	16 January 2019	17 January 2019	18 January 2019	
12	21 January 2019	22 January 2019	23 January 2019	24 January 2019	25 January 2019	
13	28 January 2019	29 January 2019	30 January 2019	31 January 2019	1 February 2019	
	4 February 2019	5 February 2019	6 February 2019	7 February 2019	8 February 2019	**Examination Week**
	11 February 2019	12 February 2019	13 February 2019	14 February 2019	15 February 2019	
1	18 February 2019	19 February 2019	20 February 2019	21 February 2019	22 February 2019	
2	25 February 2019	26 February 2019	27 February 2019	28 February 2019	1 March 2019	
3	4 March 2019	5 March 2019	6 March 2019	7 March 2019	8 March 2019	
4	11 March 2019	12 March 2019	13 March 2019	14 March 2019	15 March 2019	
5	18 March 2019	19 March 2019	20 March 2019	21 March 2019	22 March 2019	
6	25 March 2019	26 March 2019	27 March 2019	28 March 2019	29 March 2019	
7	1 April 2019	2 April 2019	3 April 2019	4 April 2019	5 April 2019	
8	8 April 2019	9 April 2019	10 April 2019	11 April 2019	12 April 2019	
9	15 April 2019	16 April 2019	17 April 2019	18 April 2019	19 April 2019	
	22 April 2019	23 April 2019	24 April 2019	25 April 2019	26 April 2019	**Easter Holidays**
	29 April 2019	30 April 2019	1 May 2019	2 May 2019	3 May 2019	
10	6 May 2019	7 May 2019	8 May 2019	9 May 2019	10 May 2019	
11	13 May 2019	14 May 2019	15 May 2019	16 May 2019	17 May 2019	
12	20 May 2019	21 May 2019	22 May 2019	23 May 2019	24 May 2019	
13	27 May 2019	28 May 2019	29 May 2019	30 May 2019	31 May 2019	
	3 June 2019	4 June 2019	5 June 2019	6 June 2019	7 June 2019	**Examination Week**
	10 June 2019	11 June 2019	12 June 2019	13 June 2019	14 June 2019	
	17 June 2019	18 June 2019	19 June 2019	20 June 2019	21 June 2019	

Programme Timetable for 2017-2018 (student information) with January intake at MBS College Crete

Academic Year	➢ The academic year will normally consist of 52 weeks. ➢ The teaching semester is consisted by 13 teaching weeks (learning weeks) ➢ There is a week at the begging of each academic year which is not included in the learning weeks (induction week).
Standard Week	➢ The standard week is defined as the 7 day period from 00.01 (12:01 am) Monday until 24:00 (midnight) the following Sunday.
Standard Teaching Day	A Day – time teaching week: Monday to Friday 09:00-16:00 B Evening teaching: Monday – Friday 16:00 - 21:00 C There are no teaching during the weekends D All classes to start on the hour E Classes are comprised of 50 minutes teaching and 10 minutes break
Students	➢ Full time students will normally expected to be available to attend day-time classes between 16:00-21:00
Changes to scheduled teaching	➢ It is unavoidable that classes have to be cancelled at short notice due to staff illness or unforeseen circumstances. ➢ The appointed administrative staff will contact students as soon as possible by email, text or via Moodle Notice Board. ➢ The college will offer the students a replacement learning opportunity within the near future time.
Information regarding the delivery schedule 2017/2018	The annual timetable will be provided to the applicants prior to their registration in order to make sure they are fully informed regarding the condensed delivery structure for 2017/2018. The applicants should sign a document showing that they have received knowledge. A signed copy will be kept into their student's file. Students will also be provided with the weekly timetable upon their registration (and also the above information).

Intended learning outcomes of the programme

The programme has been designed on a thematic basis, and the learning outcomes overleaf demonstrate how student progress in the themes across the programme.

Students who elect not to take the Research Project module do not have to undertake the planning, carrying out and writing up of an empirical piece of work (9,000 words) and therefore some learning outcomes are specific to this module alone.
Similarly a number of learning outcomes at level 6 Honours will only be met through this module being completed. This demonstrates a key difference between the Ordinary and Honours degree, hence a number of Level Six outcomes will only be met at Honours level. An Ordinary degree may also be awarded to a student who has successfully passed the Research Project module but was not successful in another e.g. achieved 300 credits at the end of level 6.

	Level Four *On completion of Level Four, students will have acquired the following:*	***Level Five*** *On completion of Level Five, students will have acquired the following:*	***Level Six Ord*** *On completion of Level Six (Ord), students will have acquired the following:*	***Level Six Hons*** *On completion of Level Six (Hons), students will have acquired the following:*
Knowledge and Understanding				
A1	a broad understanding of the way people develop abilities to perceive, think, feel, and act	a detailed understanding of the way people develop abilities to perceive, think, feel, and act	a comprehensive understanding of the way people develop abilities to perceive, think, feel and act	a comprehensive understanding of the way people develop abilities to perceive, think, feel and act
A2	a broad understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry	a detailed understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry	a comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry	a comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry
A3	a broad appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a detailed appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas
A4	a broad appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a detailed appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology
A5	a broad knowledge of a range of research methods and measurement techniques	a detailed knowledge of a range of research methods and measurement techniques	a comprehensive knowledge of a range of research methods and measurement techniques	a comprehensive knowledge of a range of research methods and measurement techniques

	Level Four *On completion of Level Four, students will have acquired the following:*	***Level Five*** *On completion of Level Five, students will have acquired the following:*	***Level Six Ord*** *On completion of Level Six (Ord), students will have acquired the following:*	***Level Six Hons*** *On completion of Level Six (Hons), students will have acquired the following:*
Intellectual Skills				
B1	the ability to integrate simple ideas and empirical findings	the ability to integrate challenging ideas and empirical findings	the ability to integrate complex ideas and empirical findings	the ability to integrate complex ideas and empirical findings
B2	the ability to extrapolate and comprehend the application of elementary knowledge within the areas of psychology	the ability to display the ability to extrapolate and comprehend intermediate level knowledge within the areas of psychology	the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology	the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology
B3	the ability to display rudimentary critical thinking skills	the ability to display advanced critical thinking skills	the ability to display complex critical thinking skills	the ability to display complex critical thinking skills
B4	the ability to process information in a manner displaying rudimentary cognitive skills	the ability to process information in a manner displaying advanced cognitive skills	the ability to process information in a manner displaying complex cognitive skills	the ability to process information in a manner displaying complex cognitive skills
B5	the ability to define and appreciate simple problems	the ability to define and appreciate complex problems, propounding possible solutions	the ability to define and appreciate highly complex problems, propounding possible solutions	the ability to define and appreciate highly complex problems, propounding possible solutions
Subject and other skills				
C1	the ability to generate and explore simple hypotheses and research questions	the ability to generate and explore advanced hypotheses and research questions	the ability to generate and explore highly advanced hypotheses and research questions	the ability to generate and explore complex hypotheses and research questions

	Level Four *On completion of Level Four, students will have acquired the following:*	***Level Five*** *On completion of Level Five, students will have acquired the following:*	***Level Six Ord*** *On completion of Level Six (Ord), students will have acquired the following:*	***Level Six Hons*** *On completion of Level Six (Hons), students will have acquired the following:*
C2	the ability to initiate, design and conduct simple empirical-based studies involving a variety of methods of data collection	the ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection		the ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection
C3	the ability to analyze and use simple quantitative and qualitative methods	the ability to analyze and use advanced numerical, statistical and other data using both quantitative and qualitative methods		the ability to analyze and use complex numerical, statistical and other data using both quantitative and qualitative methods
C4	the ability to evaluate, present and communicate effectively simple findings by a variety of means	the ability to evaluate, present and communicate effectively advanced findings by a variety of means	the ability to evaluate, present and communicate effectively advanced findings by a variety of means	the ability to evaluate, present and communicate effectively complex findings by a variety of means
Professional Skills and abilities and Employability Skills and abilities				
D1	the ability to employ basic evidence-based reasoning	the ability to employ advanced evidence-based reasoning	the ability to employ highly advanced evidence-based reasoning	the ability to employ complex evidence-based reasoning
D2	the ability to use a variety of simple psychological tools	the ability to use a variety of advanced psychological tools	the ability to use a variety of complex psychological tools	the ability to use a variety of complex psychological tools

	Level Four *On completion of Level Four, students will have acquired the following:*	***Level Five*** *On completion of Level Five, students will have acquired the following:*	***Level Six Ord*** *On completion of Level Six (Ord), students will have acquired the following:*	***Level Six Hons*** *On completion of Level Six (Hons), students will have acquired the following:*
D3	the rudimentary ability to communicate effectively by written, oral and visual means	the advanced ability to communicate effectively by written, oral and visual means	the further advanced ability to communicate effectively by written, oral and visual means	the further advanced ability to communicate effectively by written, oral and visual means
D4	basic computer literacy within the specific context of the subject	advanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject
D5	the ability to retrieve and organise elementary information effectively	the ability to retrieve and organise advanced information effectively	the ability to retrieve and organise complex information effectively	the ability to retrieve and organise complex information effectively
D6	basic sensitivity to contextual and interpersonal factors	advanced sensitivity to contextual and interpersonal factors	enhanced sensitivity to contextual and interpersonal factors	enhanced sensitivity to contextual and interpersonal factors
D7				the ability to carry out an extensive piece of independent empirical research

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		Knowledge understanding, intellectual skills, practical skills , professional and employability skills																			
Level	***Module Title***	***A1***	***A2***	***A3***	***A4***	***A5***	***B1***	***B2***	***B3***	***B4***	***B5***	***C1***	***C2***	***C3***	***C4***	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***	***D7***
Level 4 *All core*	*Fundamental Psychology*			*x*	*x*		*x*			*x*												
	Introduction to Research Design					*x*	*x*	*x*		*x*	*x*				*x*				*x*	*x*		
	Essential Psychology	*x*	*x*		*x*	*x*	*x*	*x*	*x*	*x*					*x*				*x*	*x*		
	Introduction to Data Analysis					*x*	*x*	*x*	*x*	*x*		*x*	*x*	*x*	*x*	*x*			*x*	*x*		
	Psychology in Action	*x*	*x*	*x*		*x*		*x*		*x*						*x*	*x*		*x*		*x*	
	Study Skills for Psychology	*x*				*x*	*x*	*x*	*x*	*x*		*x*			*x*	*x*	*x*	*x*	*x*		*x*	
Level 5 *All core*	*Developmental Psychology*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*		*x*				*x*			*x*		*x*	
	Advanced Research Design			*x*		*x*			*x*		*x*	*x*	*x*	*x*	*x*	*x*		*x*	*x*		*x*	
	Biological Psychology	*x*	*x*	*x*	*x*		*x*	*x*	*x*	*x*	*x*					*x*			*x*		*x*	
	Cognitive Psychology	*x*		*x*	*x*		*x*	*x*	*x*	*x*	*x*						*x*		*x*			
	Intermediate Research Methods					*x*	*x*		*x*	*x*	*x*	*x*		*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	
	Individual Differences	*x*				*x*	*x*	*x*		*x*							*x*		*x*		*x*	

	Module Title	**A1**	**A2**	**A3**	**A4**	**A5**	**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**
Level 6	*Clinical Psychology (opt)*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*				*x*		*x*	*x*	*x*	*x*	
	Health Psychology (opt)	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*		*x*				*x*		*x*	*x*	*x*		
	Negotiated Learning (opt)	*x*		*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*			*x*	*x*		*x*	*x*	*x*		
	Educational Psychology (opt)	*x*	*x*		*x*			*x*		*x*	*x*							*x*			*x*	
	The Psychology of Religion (opt)	*x*		*x*			*x*	*x*	*x*	*x*								*x*			*x*	
	Forensic Psychology (opt)		*x*	*x*		*x*	*x*		*x*		*x*				*x*	*x*	*x*			*x*		
	Counselling Psychology (opt)	*x*	*x*		*x*			*x*		*x*	*x*							*x*			*x*	
	Occupational Psychology (opt)		*x*		*x*	*x*	*x*	*x*			*x*						*x*	*x*		*x*		
	Work Based Learning (opt)	*x*		*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*			*x*	*x*	*x*	*x*	*x*	*x*	*x*	
	Social Psychology	*x*	*x*			*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*			*x*	*x*		
	Research Project			*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

It is the team's aim throughout this programme to help students gain a greater understanding of themselves and their preferred styles of learning and broader psychological functioning, to prepare them to be effective in their future beyond the programme, and to engender within them the desire to be lifelong learners. The team will strive to achieve this through a combination of support for learning, facilitation of self-directed learning, accommodation of diversity, personal enthusiasm for the subject and the embedding of the Glyndŵr Graduate attributes throughout the programme.

The overarching philosophy of this programme is to focus on making the links between individual 'real life' experience and the body of theoretical knowledge that is founded on empirical evidence. Level 4 is designed to provide a solid foundation of understanding of the intertwining of theory (Fundamental Psychology), its professional application (Psychology in Action), and its underpinning with research (Introduction to Research Design). Completed by support for learning through the module Study Skills for Psychology, the first year of the programme becomes one integrated whole which presents opportunities for students to identify and challenge their own beliefs and assumptions. In level 4 the students start to engage in Personal Development Planning which is taught and practised in the Study Skills for Psychology module.

To achieve this, the approach to learning and teaching at Level 4 will have an emphasis on interconnections and activity. For example, students may receive an introductory lecture on memory and follow this up with a small computer-based experiment on item recall. They may then look at applications of memory in professional practice settings, and spend some time considering how to improve their own memories. Small group working will be encouraged and, for some assessments, required, for example the Psychology in Action module focuses on interpersonal skills and introduces students to career options. Professional career advice begins in induction week and is provided through a full taught session in the Psychology in Action module. In level 6 work topics started in this module may be furthered through the Negotiated Learning module and the optional Work Based Learning module which prepare students for career roles within psychology.

Level 5 continues the theme of topic inter-relatedness and underpinning by research, but is designed to encourage a more independent approach to learning. Thus there will still be a mix of lectures and practical activities, and some collaborative assessments, but the focus will be more on individual interpretation. Learning will continue to be guided but practical support will be provided on a more individual basis, as and when required (for which students may be referred to the various support units within the University). This level provides the bridge between the fundamental elements of academic knowledge and the ability and confidence required at Level 6 to execute a piece of independent empirical research. Theories and concepts will be studied in some depth, and approaches to research and methods of data collection and analysis (both quantitative and qualitative) will become more complex. On completion of Level 5 students will be equipped with a sufficiently broad stock of information and practical experience of techniques to make an informed decision about a topic for the Research Project at Level 6.

The culmination of the programme is the focus on the application of psychological theory and the range of situations in which this is done. Level 6 is arranged very specifically around the themes of theory, research, and practice. Modules are designed to demonstrate the ways in which research produces theory that, in turn, informs practice. Students will be provided with the opportunity to explore issues of long-standing debate in psychology, and those of current

topicality. Module delivery at this level, and research project supervision, exploit the expertise of programme team members. Each module has a designated module leader but delivery is likely to involve other members of the team.

Throughout the full programme students will be encouraged to work collaboratively both formally and informally. Moodle (Glyndŵr University's Virtual Learning Environment) will be used primarily as a supporting medium and to facilitate interaction in a flexible way. All contact will be face-to-face and additional material will be made available via Moodle. All module content is placed on Moodle at least three weeks before lectures take place, along with all substantive resources available for the whole semester. Students will be trained in using the system in the module Study Skills for Psychology.

Another part of the programme strategy is the use of team teaching and the use of guest speakers/lecturers. All members of the programme team have a background in academic psychology.

The programme aims to give students both the academic skills and practical skills they will need to enter the workplace. The optional Work Based Learning module (only available for students studying at Glyndŵr Wrexham) in level 6 will be delivered through a series of introductory lectures that will guide the students on the role of key professional psychologists and the benefits of vocational work experience, relevant placements and how they can benefit the vocational objective of the student. Tutorials will be arranged to discuss relevant placement dates and the progress of the experience. Placement opportunity/private study will then be agreed in a one to one tutorial session between tutor and student. In the tutorial, the tutor and student must come to an agreement on the specific topic or placement location and overall experience that the student wants to achieve. In the team's experience, most students have a part time job and it is in these organisations their work placement is based, or through professional links the psychology team have. Prior to any student commencing a work placement or work experience, the team will ensure that the workplace will offer appropriate learning experiences, and where needed appropriate support. This may involve a member of the team visiting or contacting the workplace and creating a learning plan or agreement setting out the boundaries and roles of all parties involved. It is envisaged there will be a specific named person from the organisation and university working collaboratively with the student.

Welsh Medium Provision

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook and verbal reminders from the programme team. There is no specific requirement for fluency in the Welsh language in order to work as a psychologist in Wales but all members of the programme team will be encouraged to learn. Similarly, students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh.

Additionally, approximately 17% of the programme can be available through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment is carried out in accordance with Glyndŵr University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

Opportunities for formative assessments will feature regularly at Level 4 in order that students can gauge their own benchmarks and plot their own progress. These may include short pieces of writing, on-line exercises, or reflective diaries linked to PDP. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. The range of summative assessments has been designed to encompass the rigorous academic requirements of The British Psychological Society, and also to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, on-line multiple-choice tests, reports of practical exercises, and oral presentations.

Assignments are set electronically (Moodle) and marked and returned by e-mail with students being given both electronic and verbal feedback on all assessments within an appropriate timescale determined by University regulations (currently three weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests within psychology, the assignment questions can be answered from many different perspectives. However the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question.

Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage.

The table below outlines the type of assessment for each module; an indicative timetable of submissions; and illustrate student workload.

Module	**Level**	**Credit value**	**Assessment**	**Indicative submission date**
Fundamental Psychology	4	20	Essay (2000 words) Essay (2000 words)	Wk 5 Wk 9
An Introduction to Research Design	4	20	Essay (2000 words) Research Report (2000 words)	Wk 8 Wk 12
Essential Psychology	4	20	Essay (2000 words) Multiple Choice (2 hrs)	Wk 20 Wk 27
An Introduction to Data Analysis	4	20	Essay (1500 words) Report (1500 words) Portfolio (1000 words)	Wk 19 Wk 25 WK 25
Psychology in Action	4	20	Presentation (20 mins) Case study (2000 words)	Wk 11 Wk 24
Study Skills for Psychology	4	20	Portfolio (equivalent 4000 words)	Wk 3,6 & 9

Developmental Psychology	5	20	Essay (2000 words) Report (2000 words	
Intermediate Research Methods	5	20	Essay (1500 words) Report (1500 words) Portfolio (1000 words)	Wk 10 Wk 24 Wk 24
Biological Psychology	5	20	Essay (2000 words) Report (2000 words)	Wk 14 Wk 27
Cognitive Psychology	5	20	Report (2000 words) Report (2000 words)	Wk 16 Wk 27
Advanced Research Design	5	20	Portfolio (2000 words) Research Proposal (2000 words)	Wk 7 Wk 12
Individual Differences	5	20	Essay (2000 words) Report (2000 words)	
Research Project	6	40	Research report (9000 words) Presentation (15 mins)	Wk 20
Social Psychology	6	20	Report (4000 words)	Wk 25
Work Based Learning*	6	20	Essay (2000 words) Journal (2000 words)	Wk 10 Wk 27
Clinical Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Health Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Negotiated Learning*	6	20	Portfolio (4000 words)	Wk 10 Wk 27
Educational Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Counselling Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
The Psychology of Religion*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Forensic Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Occupational Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27

* denotes Optional Modules at Level 6

Assessment regulations that apply to the programme

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40 credit Project module is within the higher classification.

Whilst the University's academic regulations allow for classification to be calculated on levels 5 and 6, or level 6 only with a final award being that of most benefit to the students, the regulations say that for the BSc (Hons) Psychology, the degree classifications will always be calculated on the basis of level 5 and 6 modules due to the requirements of the professional body.

Programme Management

Programme Leader (Wrexham campus): Natalie Roch

There are three tiers of management of the programme; the Programme Leader, Level Tutors, and Module Leaders. In broad outline, the Programme Leader holds a strategic overview; Level Tutors oversee the mechanics of delivery; and Module Leaders deal with the specific requirements of their modules.

Overall management of the programme rests with the Programme Leader who is responsible for:

- Ensuring that the programme runs smoothly and cost effectively including identification of module leaders when vacancies arise;
- Organising and chairing programme meetings;
- Implementing University policies and processes related to aspects of quality enhancement for the programmes;
- Working with the programme team on curriculum development;
- Collating programme information and producing reports etc. for various boards e.g. AMR;
- Leading on programme review, development and validation;
- Arranging peer review of teaching;
- Dealing with 'student issues' such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programme with the programme team;
- Liaising with the School Office for Undergraduate Studies over arrangements for assessment boards and liaising with the external examiners;
- Organising staff-student consultative meetings.

Each incoming cohort of students will be assigned a Level Tutor who will retain responsibility for that particular group during their three/six years on the programme.

Specifically, Level Tutors will:

- Oversee the day to day arrangements for the running of their level group;
- Assist in the planning of the programme in respect of their level group;
- Use quality assurance procedures required for the level group;
- Make representation to the Programme Leader regarding level group specific issues;
- Provide information relating to the level group for the AMR;
- Assist the Programme Leader with the marketing of the programme and the recruitment of students;
- Make staff development needs known to the Programme Leader.

The responsibilities of Module Leaders are broadly to ensure that their module is delivered to the best possible standard i.e.:

- Developing the scheme of work for the module;
- Liaising with the Programme Leader and Level Tutor over management and delivery of module – timetabling, booking rooms, arranging speakers etc;
- Preparing the module handbook;
- Providing academic support for students in completion of assessments;
- Arranging marking and moderation for the module in discussion with the Programme Leader;
- Evaluating the module and forwarding results to the Programme Leader;
- Making staff development needs known to the Programme Leader.

Quality assurance mechanisms are well established at University level and indicate that, at programme level, these are invoked via programme team meetings, assessment boards, and the annual monitoring report. At subject level, the Programme Leader reports to the Programme Management Boards which are held three times a year. All of these are overseen by the Academic Subject Board held twice a year, which is responsible for the management of academic quality and standards within Academic Departments.

Student feedback is sought through the Staff Student Consultative Committee which meets three times each year, twice in semester 1 (week 6 and at the end of the semester), and once in semester 2, and through module feedback mechanisms e.g. SEM (Student Evaluation of Modules) questionnaires (this is carried out electronically via Survey Monkey). Actions will be reported back to students via Moodle and programme notice boards.

Research and scholarly activity

All members of the teaching team have a teaching qualification or are working towards one, have a PhD or are working towards one and are active researchers and most of the team are on the Board of the Welsh Journal of Psychology. Members of the team attend regularly and present at conferences and several students are engaged with assisting staff with research projects.

This range of activities provides excellent opportunities for the delivery team to use contemporary and pertinent research to inform both the curriculum and their learning and teaching strategies. For example;

- in the Individual Differences module, students have the opportunity to employ new scales that have recently been developed by the module tutor to operationalise different theories to explore their psychometric properties and consider their practical application;

- the modules Psychology of Religion, Social Psychology, and the four Research Methods based Modules (Introduction to Research Design, Introduction to Data Analysis, Intermediate Research Methods and Advanced Research Design) are underpinned by research by the module tutors' work on designing attitudinal measures which are tested against social psychological constructs.

Particular support for learning

Every student will be assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PTs at any time without question. This might arise for instance if a student with aspirations to study a particular area of psychology in more depth became aware of an individual team member having expertise in that area; this might lead the student to naturally gravitate to that tutor.

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. The programme benefits from a full time dedicated administrator whose door is open during normal office hours if teaching staff are unavailable. For academic questions or less pressing issues an appointment process is in place. Students will also have technological support from the programme's dedicated technician, and through accessing the established networks within the University. These arrangements will be conveyed to students during induction sessions, via the programme notice boards, and Moodle along with all the contact details of the team. If tutors feel students would benefit from additional support from any of these facilities, they will make such a recommendation and / or set up seminars, for example extra research seminars based on effective search techniques from Student Services library staff.

The programme team work closely with the Careers team with a dedicated link. After an initial introduction to the link person in induction week, specific careers advice starts in Level 4 (Psychology in Action module) where the link person delivers a full half day session. In level 5 there is a continued presence and in Level 6 a more detailed longer session on specific skills to assist students (CV writing, application form filling and interview skills etc.).

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on equality and diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are assessed and acknowledged formally. This is done at induction where introductions to University support services are highlighted. The outcome of such an assessment has resulted, for example, in additional time being allowed for examinations, or the provision of further learning support. With one particular student with visual impairments the Department bought an Apple Laptop computer and facilitated tutorials in order for this student to be able to fully engage with the programme.

BPS / Programme Curriculum Mapping

Syllabus item	Module in which covered and assessed
Cognitive Psychology	
Attention	Cognitive Psychology
Visual and spatial imagery	Cognitive Psychology
Comprehension	Cognitive Psychology
Conceptual knowledge	Cognitive Psychology
Learning	Cognitive Psychology
Skill acquisition and expertise	Cognitive Psychology
Memory: encoding and retrieval processes, working autobiographical, episodic and semantic memory, implicit and explicit memory, memory improvement	Cognitive Psychology
Thinking and reasoning, problem solving, decision-making	Cognitive Psychology
Language: structure, comprehension, production, reading	Cognitive Psychology
Connectionist models	Cognitive Psychology
Emotion and cognition	Cognitive Psychology Individual Differences Biological Psychology
Psychobiology	
Basic neurochemistry and neurophysiology of nerve transmission; the structure and organisation of the CNS; behavioural genetics; hormones and behaviour.	Biological Psychology
Psychopharmacology, the brain and reward, drug action and behaviour.	Biological Psychology & Cognitive Psychology
Biological aspects of learning, memory, motivation and emotion, sleep and arousal.	Biological Psychology
Evolutionary explanations of behaviour: primatology, socio-biology, animal cognition and comparative psychology.	Biological Psychology
Human neuropsychology, cortical localisation of function, biological basis of psychological abnormalities.	Biological Psychology

Social Psychology	
Social perception including: person perception, attitudes, attribution	Social Psychology
Inter-group processes including: prejudice, inter-group conflict, social identification	Social Psychology
Small group processes including: norms, leadership, decision making, productivity	Social Psychology
Social influence including: conformity and obedience, majority and minority influence, the bystander effect.	Social Psychology
Close relationships including: interpersonal attraction, relationships	Social Psychology
Developmental Psychology	
Research methods appropriate to the study of development	Developmental Psychology
Nature of perceptual, motor and cognitive development during infancy	Developmental Psychology
General theories of the nature and nurture of psychological attributes	Developmental Psychology
Development of general representational abilities: especially language, drawing and number.	Developmental Psychology
Nature of cognitive change in the school years	Developmental Psychology
Comparative analysis of constructivist, socio-cultural, and information processing theories of development	Developmental Psychology
Development of self and identity	Developmental Psychology
Gender socialisation	Developmental Psychology
Emotional development	Developmental Psychology
Individual Differences	
Key assumptions of, and sources of evidence for, the main approaches to emotion, motivation, the self and normal and abnormal personality development, including: psychoanalytic, behavioural, cultural, social learning, social cognitive, radical behaviourist, humanistic-existential-phenomenological, lexical-trait, neo Darwinist, biological and behavioural genetic.	Individual Differences
Influence of genetic , environmental and cultural factors on individual differences	Individual Differences
Temporal and situational consistency of individual differences	Individual Differences
Influence of personality on other behaviours including: health; education; culture; relationships; occupational choice and competency.	Individual Differences
History of mental and psychological testing	Individual Differences
The nature of intelligence, contemporary approaches to intelligence and their implications for educational and social policy.	Individual Differences

Conceptual and Historical Issues	
What is science, and to what extent does psychology (the science of the mind) exemplify scientific characteristics?	Fundamental Psychology and Essential Psychology
To what extent is psychology socially and culturally constructed?	Fundamental Psychology and Essential Psychology
Can psychology be politically neutral?	Fundamental Psychology and Essential Psychology
Can psychology be morally neutral?	Fundamental Psychology and Essential Psychology
Methods of acquiring knowledge: scientific method versus common sense; the relationship between facts and values.	An Introduction to Research Design An Introduction to Data Analysis Intermediate Research Design Advanced Research Design
Critiques of traditional methods in psychology; the significance of the standpoint from which values are understood.	Fundamental Psychology and Essential Psychology
Paradigms and research programmes: Kuhn, Lakatos and Feyerabend.	Advanced Research Design
Lessons from the history of psychology: Reductionism, structuralism, functionalism, relativism and the nature of consciousness.	Fundamental Psychology and Essential Psychology
Critical psychology and subjectivity: The critical psychological view of subject and subjectivity.	Fundamental Psychology and Essential Psychology
The origins of ethical issues for psychology; moral underpinnings of the theory, research and practice of psychology; psychologists and community members as partners in the construction of ethically responsible practices.	An Introduction to Research Design An Introduction to Data Analysis Intermediate Research Design Advanced Research Design
Option 4: Psychobiology	.
Basic neurochemistry: neurotransmitters; the brain and reward; drug action on behaviour.	Biological Psychology
Human neuropsychology: problems of localisation; perceptual memory and cognitive disorders following brain lesions; rehabilitation	Biological Psychology and Cognitive Psychology
Evolutionary explanations of behaviour: primatology; behaviour genetics and socio-biology.	Biological Psychology and Cognitive Psychology
Animal cognition	Biological Psychology
Biological bases of psychological abnormalities	Biological psychology and Cognitive Psychology
Option 5: Cognitive Psychology	
Current accounts of perception, cognition, memory and language understanding.	Biological Psychology and Cognitive Psychology
Human cognitive neuropsychology	Biological Psychology and Cognitive Psychology

Emotion and Cognition	Individual Differences Biological Psychology and Cognitive Psychology	
Artificial intelligence and computational models of cognition (including connectionist models).	Biological Psychology and Cognitive Psychology	
Applied problems, for example eyewitness testimony, human-computer interaction, cognitive failure	Biological Psychology and Cognitive Psychology	
Option 6: Social Psychology		
Competing perspectives in social psychology including: social cognition, social representations, social constructionism	Social Psychology	
Current debates about social cognition including; implicit social cognition, context and social cognition, social identity and social cognition.	Social Psychology	
Cross-cultural perspectives in social psychology	Social Psychology	
Applications of social psychology	Social Psychology	
Option 7: Developmental Psychology		
Cognitive and social development during infancy	Developmental Psychology	
Inter-subjectivity and theories of mind during childhood	Developmental Psychology	
Constructivist, socio-cultural and information processing concepts of cognitive development	Developmental Psychology	
Literacy and schooling	Developmental Psychology	
Child abuse and family psychopathology	Developmental Psychology	
Ageing.	Developmental Psychology	
Developmental research methodology	Developmental Psychology	
Research Issues	**Covered in**	**Assessed in**
Problem definition and hypothesis formulation	An Introduction to Research Design	Advanced Research Design Research Project
Independent and dependent variables: their identification and selection	An Introduction to Data Analysis	Intermediate Research Design Research Project
Experimental manipulation, control and internal validity: the roles of random allocation, matching, and counterbalancing in independent groups, related samples and repeated measure designs.	An Introduction to Data Analysis	Intermediate Research Design

	Intermediate Research Design	
The experimental manipulation of more than one independent variable in factorial designs: the contribution of interaction effects	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
The role of random sampling in psychological research: external validity	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
Quasi-experimental studies of pre-existing groups: the question of causality.	Intermediate Research Design	Intermediate Research Design
The particular strengths and weaknesses of “single-subject” designs and case studies.	Intermediate Research Design	Intermediate Research Design
Observational approaches	An Introduction to Data Analysis	Advanced Research Design Research Project
Survey research: sampling and the problem of non-response; descriptive versus explanatory surveys; questionnaire design including closed and open-ended questions; attitude scale construction; different questioning methods, e.g. postal, telephone, face-to-face.	An Introduction to Data Analysis	Advanced Research Design
Methods of controlling for participants’ expectations and experimenter effects	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design

Inter-rater reliability.	An Introduction to Data Analysis	Intermediate Research Design
Critical evaluation of the methods employed to collect data in psychological research.	An Introduction to Research Design Intermediate Research Design	Intermediate Research Design
The theory of psychological measurement: standardisation; reliability and the standard error of measurement; validity	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
The collection of qualitative data: observation, participant observation, techniques for the collection of verbal protocols	An Introduction to Data Analysis	Advanced Research Design
The analysis of qualitative data: content analysis, discourse analysis, grounded theory, protocol analysis and interpretative phenomenological analysis.	Intermediate Research Design	Intermediate Research Design
The ethics of research with humans and animals	An Introduction to Research Design Advanced Research Design	Advanced Research Design Research Project
Quantitative Methods		
Descriptive and summary statistics: measures of central tendency and dispersion; skew and kurtosis; frequency distributions; graphical methods including frequency histograms and cumulative frequency plots; exploratory data analysis including stem and leaf and box and whisker displays.	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design

Probability theory: rules for assigning and combining probabilities; the OR rule with mutually exclusive and non-mutually exclusive events; the AND rule with independent and non-independent events; the binomial distribution (and its normal approximation).	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
The normal distribution: z scores and areas under the curve; the sampling distribution of the sample mean. Statistical inference: significance testing (including the null and alternative hypothesis, type 1 and type 2 errors, significance level, power and sample size); effect size and confidence intervals.	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
Z-tests and t-tests of means for single sample, independent samples and related samples designs	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
Confidence intervals: for the population mean; for the difference between two population means	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
Mean and error bar graphs	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design
Non-parametric alternatives to t-tests: the sign test; Wilcoxon matched-pairs signed ranks test; Mann-Whitney test	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design

Tests of proportions: chi-squared tests for goodness of fit and for contingency tables.	Intermediate Research Design	Intermediate Research Design
Cramer's Phi as a measure of association in contingency tables	Intermediate Research Design	Intermediate Research Design
McNemar's test of change	Intermediate Research Design	Intermediate Research Design
Bivariate correlation and linear regression: scatterplots; Pearson's correlation coefficient; partial correlation; the significance of a correlation coefficient; the linear regression equation and its use in prediction; the accuracy of prediction; Spearman's and Kendall's rank order correlation coefficients.	Intermediate Research Design Advanced Research Design	Intermediate Research Design Advanced Research Design
The analysis of variance: one factor independent and repeated measures designs; two factor independent, repeated measures and mixed designs; main effects and interaction effects (including graphical presentation); planned (including trend) comparisons; the Bonferroni correction; post hoc comparisons (including the choice between methods); the analysis of simple effects.	Intermediate Research Design Advanced Research Design	Intermediate Research Design Advanced Research Design
Non-parametric alternatives to one factor analyses of variance: Kruskal-Wallis, Friedman and Cochran's Q tests.	Intermediate Research Design Advanced Research Design	Intermediate Research Design Advanced Research Design
The choice of an appropriate statistical analysis: the issue of level of measurement (nominal, ordinal, interval and ratio scales); test assumptions (e.g. normality, homogeneity of variance, linearity); transformations of the dependent variable in an attempt to meet assumptions; robustness; power efficiency	An Introduction to Data Analysis Intermediate Research Design	Intermediate Research Design