



BSc Psychology

Full- Time Study from September 2024

Course Demands

17/07/2024

1. Introduction

This information is provided by The University of Law to provide information about the demands of the course for prospective students.

The information included is an indicative guide for all modes of the BSc Psychology commencing September 2024, as appropriate. Students who enrol on the course will be subject to the Programme regulations in force at that time.

Information about

- Minimum IT requirements
- Disability and Inclusion Service information
- Study Skills information

is also available on the website (<https://www.law.ac.uk/study/course-demands/>).

2. Preliminary Knowledge

For the undergraduate course students require GCSE Math's and English (or equivalent) grade C or above and UCAS 112 points. For the foundation programme students require GCSE Math's and English (or equivalent) grade C or above and UCAS points of no less than 48. English language requirements for applicants whose first language is not English

An English Language level equivalent to IELTS 6.5 or above, with a minimum of 6.0 in each component. Please see 'Alternative English language qualifications' section below for alternatives to IELTS.

3. Pre-Course Demands

There is no pre course study.

4. Modes of Study and Attendance Requirements

Our courses are delivered using the Prepare – Engage – Consolidate (PEC) Model. You can find more information about the PEC model of learning in this presentation.

<https://law.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7959ab69-af97-4595-9bfbaef600e66e7>

4.1 Learning Model and Time Commitment

Campus Attendance

Learning format	Hours Full Time (Indicative)
Prepare consisting of independent learning and preparation for Engage activities	2
Engage activities – lectures, workshops and small group sessions	2
Consolidate- completing further tasks to bring together your learning and check your understanding	2
Total	6

Number of days attendance on campus usually required:

Attendance Mode	Number of Days of attendance per week required for Engage (teaching session)
Full-time	2 days

4.2 Attendance Requirements

- There are two semesters, with 11 weeks of teaching per semester
- Semester 1 comprises a comprehensive one-week induction programme
- Semesters 1 and 2 are comprised of teaching and assessments.
- Each semester has 11 teaching weeks (not including induction) and two assessment weeks. Each semester has a reading week break mid-way through the semester.
- You must login to ELITE during your teaching weeks for course materials and information. Attendance is not required during holiday, reading and revision weeks.
- Attendance at all teaching and practical sessions is recommended and expected.
- An average teaching week comprises of three modules with up to 4 hours of contact time per module. This is in addition to each student's guided self-study.

5. Summary of Key Learning Outcomes

The BSc Psychology is an outcomes-based course. The **programme learning outcomes** tell you what you should be able to do when you complete the programme.

The **module outcomes** are derived from the programme learning outcomes and tell you what you should be able to do by the end of each module (you will notice these are very similar across all modules). The outcomes for each unit (an individual part of a Module) are, in turn, derived from the module outcomes. These are the **unit outcomes**.

These learning outcomes will help you assess your own progress – you can check at the end of each unit how much you have met these outcomes.

You can be confident that the assessments also focus on these outcomes – the assessments are aligned with the relevant module, and therefore the programme.

The BSc Psychology learning outcomes are the same for any version of the BSc Psychology (e.g., full-time, part-time, online, face-to-face). They are split into several headings.

Upon successful completion of the programme students should be able to:

Subject knowledge and understanding

Upon successful completion of the programme students should be able to:

- understand the conceptual and historical underpinnings of psychology as a discipline
- apply multiple perspectives to psychological issues, recognising that psychology involves a range of methods of research and enquiry, theories, evidence, interpretations and applications
- integrate ideas and findings across multiple perspectives and approaches in psychology and apply psychological knowledge ethically, professionally and safely to real-world problems
- identify, contextualise and evaluate diverse patterns in behaviour, psychological functioning and experience
- apply critical-thinking skills to address complex problems to identifying creative and innovative solutions
- generate and explore appropriate psychological hypotheses and research questions, drawing on relevant theory, research and practice, design studies and collect original data
- apply a variety of methods of inquiry, such as experiments, observation, questionnaires, psychometric tests, interviews, focus groups, creative methods or secondary data analysis
- understand and appreciate the value of participatory and/or action research and user involvement in research and community, and peer research
- analyse, present and evaluate quantitative, qualitative data and mixed methods data and critique research findings
- the ability to manage, synthesise and evaluate potentially conflicting sources such as primary research studies or theories

- employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with a range of methods of inquiry and other activities
- use and critique a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
- critically and reflectively evaluate psychological theory and research
- understand and apply the process of theory development and be capable of developing theory driven psychological questions
- carry out an extensive independent piece of empirical research that requires students individually to demonstrate a range of research skills, including designing and planning, considering and resolving ethical issues, analysis and dissemination of findings.

Transferable skills

Upon successful completion of the programme students should be able to:

- communicate effectively using a range of verbal and/or non-verbal methods
- interact professionally with others, respond inclusively in a manner sensitive to the needs and expectations of a diverse range of audiences
- demonstrate numerical reasoning skills including the analysis, presentation and interpretation of quantitative data
- demonstrate the ability to analyse, interpret and present qualitative data
- demonstrate digital literacy through the use of online databases and analytic software, and digital approaches to personal and professional development
- understand the function and role of artificial intelligence in the context of learning and teaching, problem-solving and working practices
- understand the ethical, practical and legal issues associated with the collection, management, storage, processing, sharing and presentation of information, including in digital formats
- retrieve and organise information found in a range of sources (for example, academic books, policy documents and non-academic sources) while recognising the different perspectives and influences that amplify or marginalise certain forms of knowledge and evidence
- demonstrate inclusive and collaborative working and reflect on the value of engagement with a variety of views in reaching consensus in solutions to problems
- reflect on and articulate personal strengths and areas for development and identify how these may be addressed
- take ownership for one's own learning, employability and development, including effective personal planning and project management skills.

6. Learning Environment

Students study Full-time, over three years

- Full-time: two semesters with 3 modules per semester in years 1 and 2. Year 3 consists of a 40-credit dissertation and two 20 credit option modules as well as two core 20 credit modules
- The foundation year consists of two semesters with 3 modules per semester.
- The foundation degree is only delivered face to face.

Each taught module is delivered in 11-week teaching blocks. Each module is assessed upon module completion.

Both the face to face sessions will consist of a 2-hour teaching session and a 2-hour practical session, per module per week.

Students are expected to participate fully in all workshops and carry out self-study and preparation as directed.

NB Visa-sponsored students must attend all sessions in person. Live streamed sessions are not available to visa-sponsored students.

7. Assessments

A summary of the assessment schedule for this programme is explained below.

Module	Assessment
Core Modules	
HE4	
The Psychology of Mental Health	1500 word Professional Practise Report
Understanding the Person	1000 word Educational Poster
Contemporary Issues in Psychology	1500 word Essay
Research Methods Design	2000 word Research Design Portfolio
Brain and Behaviour	800 word Educational Leaflet and 25 Multiple Choice Questions
Applications of Professional Psychology	800 word Academic Poster and 25 Multiple Choice Questions
HE5	
Neuroscience of Behaviour	2000 word Experimental Report and 25 Multiple Choice Questions
Cognitive Psychology	2000 word Research Proposal and 25 Multiple Choice Questions

Mixed Methods Research	1750 word Quantitative Report and 1750 Qualitative Report
Personality and Individual Differences	3000 word written Portfolio Assignment
Lifespan Development	1500 word Short Essay style questions and 2000 word Case Study Analysis
Social and Critical Psychology	10 minute asynchronous Video Presentation and 25 Multiple Choice Questions
HE6	
Work based learning	2000 word reflective assignment
Mental Health and Wellbeing	3,000 word clinical case study
Dissertation	8-10,000 word dissertation

7.1 Assessment and learning adjustments

If you have any queries regarding support or adjustments whilst studying at the University of Law please contact the Disability and Inclusion Service on disabilitysupportservice@law.ac.uk or 01483 216657.

7.2 Professional Body Assessment Requirements

Students need to gain 360 credits and must pass the dissertation in order to gain BPS graduate basis.

7.3 Summary of Assessment Demands

This course contains only coursework as detailed above with one oral presentation as part of the dissertation module and one asynchronous presentation.

8. Additional digital and technological resources and requirements

Students will be expected to be able to access all their learning resources using the University of Law's virtual learning environment Blackboard. Students are recommended to use the latest version of Chrome or a Firefox web browser to access Blackboard.

The list of supported browsers is available from:

- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support

Students may check if their browser is supported by accessing:

- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

For general computer hardware students are recommended to have access to a computer which can access the latest browsers (see above). This will enable them to access wider institutional software, including Microsoft OneDrive & Teams, Blackboard Collaborate Conferencing System, Panopto Multimedia Player and the Library Systems. The computer (laptop or desktop) should be multimedia enabled with a webcam. Students are also recommended to have a headset with built-in microphone.

Additionally, students will require the following software on the programme: SPSS, NVivo and Gorilla. Students will need to download the software onto a device. An activation key for a licence will be sent from IT. The minimum system requirements to download the software are:

Minimum system requirements

- 1.2 GHz single-core processor (32-bit), 1.4 GHz single-core processor (64-bit)
- 2 GB RAM
- 1024 x 768 screen resolution • Microsoft Windows 7 Service Pack 1
- Approximately 5 GB of available hard-disk space – or more depending on data storage needs

Methods of Communication

The programme will follow the University approved Student Communication Framework. Communications to students will follow the suggested channels of communication and will use the matrix of communication to determine the most appropriate platform. Students are expected to regularly monitor the primary communication channels and will be considered first before other communication platforms.

Primary Channels:

- Dynamics CRM
- ELITE
- My ULaw App
- Live chat
- Outlook
- Text

Secondary Channels:

- Social Media including Facebook, Twitter, Instagram, and LinkedIn
- Internal Apps & Portals (Library, Wellbeing, Employability)

- Plasma Screens
- Campus Newsletters
- Campus Facebook

All programme and module specific information will be sent through the programme or module lead via ELITE and will be stored in a central repository. Other communications will be sent from the relevant departments, centralised where possible, using the communications matrix.

Students will be encouraged to communicate with each other through discussion forums on ELITE.

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