

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: Psychology
- Course Code: PP004A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: Psychology
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Bachelor of Science (Honours)
- All possible exit awards : Bachelor of Science; Certificate of Higher Education; Diploma of Higher Education
- Award notes :

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:  

Yes
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- Exemption by Professional/Statutory body:  

No
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- Details  

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- Modes of attendance: Main MOA: Full-Time  
Other MOA: Part-Time
- Mode Notes:
- Course leader: John Song

#### 2. Entry Requirements and Profile

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| UCAS Points<br>Minimum of 300 points<br>GCSEs <ul style="list-style-type: none"><li>• 5 GCSEs at grade C or above including Maths and English. Plus one of the following:</li></ul> Alevels <ul style="list-style-type: none"><li>• Normally with at least 200 points from 2 A levels with a specified subject at grade B or above</li></ul> BTEC <ul style="list-style-type: none"><li>• BTEC National Diploma - BTEC with Distinction/Distinction/Merit (320) points</li><li>• BTEC National Certificate - only in combination with other accepted qualifications</li><li>• BTEC National Award - only in combination with other accepted qualifications</li><li>• BTEC Extended Diploma (3 A2s) - BTEC with Distinction/Distinction/Merit (320) points</li><li>• BTEC Diploma (2 A2s) - only in combination with other accepted qualifications</li><li>• BTEC 90 credit Diploma - only in combination with other accepted qualifications</li><li>• BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications</li><li>• BTEC certificate (1 A1) - only in combination with other accepted qualifications</li></ul> |
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#### Access Course

Pass. English and Maths GCSE equivalency required, 12 level 2 credits in each subject

Interview: No

Work Experience: No

International Baccalaureate: 30+

If you are unsure about the amount of UCAS points your qualifications may attract you can use our UCAS Tariff Chart <<http://dmu.ac.uk/study/undergraduate-study/entry-and-admissions-criteria/ucas-tariff-guide.aspx>>.

International Students:

If English is not your first language, we require an English language level of IELTS 6.5 or equivalent. English language tuition is available at DMU both before and during the course if required.

#### Personal Statement selection criteria

- Clear communication skills, including good grammar and spelling
- Information relevant to the course applied for
- Interest in the course demonstrated with explanation and evidence
- If relevant for the course - work and life experience

### 3. Course Description

#### Characteristics and Aims

The BSc Hons. Psychology programme is typically taken in full-time mode over a period of three years, and provides students with the opportunity to study psychology exclusively for the duration of the programme. It aims to provide students with a broad and systematic body of knowledge of the theories and methods of psychology. The guiding principle of the programme is the development of a student who has the ability and confidence to work independently and to a high standard of scholarship in the discipline of psychology. Specifically, the programme aims are:

to provide students with a thorough grounding in the main areas of psychological knowledge;  
to develop students' understanding of the ways in which psychology has evolved from its earliest origins to the present day;  
to develop students' appreciation of the relationships between the various sub-disciplines of psychology;  
to provide students with an awareness of the ways in which psychological knowledge is applied in a variety of 'real world' settings;  
to develop students' abilities in the constructive analysis and evaluation of the theories, methods, and research in psychology;  
to develop students' abilities to organise and construct an argument, use research evidence and critically examine research findings and interpretations;  
to provide students with a sound knowledge of a variety of research paradigms, research methods and measurement techniques;  
to enable students to develop the skills required to undertake a variety of psychological research, including statistical analysis and both realist and relativist qualitative analyses;  
to develop students' appreciation of the nature of the ethical issues of concern to psychologists;  
to develop facility in the presentation of written and oral reports of research and other psychological knowledge;  
to promote autonomy in learning;  
to develop students' competence in use of information technologies;  
to encourage an acceptance of the inevitability of controversy in ethical, moral and other central areas concerned with the nature of humanity;  
to provide a solid foundation in psychology to enable progression to higher study or career training in psychology or other professions.

The programme comprises a number of 15- and 30-credit modules organised into three academic levels. In full-time mode, students undertake 120 credits in each year of study. The programme develops students' knowledge of psychology in accordance with the British Psychological Society's Qualifying Examination syllabus. Consequently, the first two years of

study are closely prescribed. In Level 3, students select a number of advanced options which will most likely reflect their individual interests and career aspirations. They also undertake an independent, empirical research project on a psychological topic of their choice.

The first year of study is designed to provide a basic and comprehensive introduction to a range of core areas of the discipline, including biological, cognitive, developmental, personality, and social psychology, and research methods and statistics. These areas are introduced in the modules: Introductory Research Methods in Psychology; Core Areas of Psychology; Theories and Historical Perspectives in Psychology; Psychology in Context; and Empirical Psychology. These modules are all compulsory, with the first three being 30-credit modules and the last two (Psychology in Context and Empirical Psychology) being 15-credit modules.

The second year of the programme builds on the knowledge and skills acquired at Level 1 and presents more in-depth and current issues in each of the core theoretical areas, as well as developing students' knowledge of quantitative and qualitative approaches to data collection and analysis. Level 2 content is organised into one 30-credit and six 15-credit modules, each of which is compulsory. These are: Further Research Methods for Psychologists (the one 30-credit module); Abnormal Psychology; Biological Psychology; Cognitive Psychology; Developmental Psychology; Personality and Intelligence; and Social Psychology.

The final year of the programme is partly prescribed, but also allows students a fair degree of flexibility in the aspects of psychology they study. The Psychology Project is a 30-credit, compulsory module in which students carry out research on a psychological topic of their choice, under the supervision of a member of the Psychology staff group. Also compulsory is the 30-credit taught module, Conceptual Issues and Critical Debates in Psychology, which aims to develop in students an integrated view of psychology as a current discipline, and from an historical perspective. The remainder of the final year programme provides an opportunity for students to bring their accumulated experience to bear on a smaller number of areas of psychology which they may choose from a range offered to them. Thus, students select four 15-credit modules which provide an in-depth knowledge of specific areas of psychology, both pure and applied. Option modules (subject to staff availability and student numbers) may include: Cognitive Neuropsychology; Counselling Psychology; Criminological and Forensic Psychology; Educational Psychology; Mental Health and Society; Motivation and Evaluation of Self; Positive Psychology; Psychology of Addiction; Psychology of Chronic Illness; Stress, Coping and Health; and Violence and Aggression.

### *Teaching, Learning and Assessment Strategies*

The programme team's strategy to teaching, learning, and assessment may be broadly summarised as follows: it aims to ensure that students experience a diverse range of teaching and learning methods, that there is a gradual shift from largely directed to more independent modes of learning both within and across academic levels, and that there is clear progression in demands over the three years of study in terms of the knowledge, levels of critical analysis and key skills that are required to complete assessed work successfully. Subject-specific and key skills are embedded in teaching and developed through class activities, coursework and other forms of assessment, rather than being taught independently of the programme content.

The range of teaching and learning opportunities employed by the staff team includes formal lectures, staff- and student-led seminars, laboratory-based workshops, individual academic and personal tutorials, group work, Blackboard discussion groups, project supervision, guided reading and other forms of directed activity including e-learning, and independent study. Staff draw on a variety of these techniques to support student learning and skills development, although there may be variation between modules in the extent to which the different techniques are employed. Nonetheless, it is expected that all students will have had opportunities to experience the full range of teaching and learning methods by the end of their programme of study.

In addition to what might be considered largely staff-led learning activities, a further important

mode of learning and skills development for students is in assessed work. Besides its role in ensuring that students have met learning outcomes, assessed work provides students with important opportunities for consolidating and developing their knowledge of programme content, as well as developing and practising a range of subject-specific and general key skills. The staff group attaches great importance to the role of feedback in supporting students to become autonomous learners. Thus, in Levels 1 and 2, all students have opportunities to undertake diagnostic and formative assessment as a means of gauging their grasp of programme content and of skills development before undertaking the more substantive summative assessments. Feedback is provided on all summative coursework on an individual basis, but where appropriate, this is supplemented by more general guidance notes available to all students.

The team's assessment strategy is based on the principles of diversity and progression. In addition, it aims to ensure that there is a balance between coursework and examinations so that students have opportunities to receive feedback before being assessed under examination conditions. Such examination is needed as the QAA benchmark for Psychology (2007) states that in addition to assessments being clearly specified and linked to objectives, there must be 'suitable safeguards to ensure the authenticity of learning and to define clearly the limits of cooperative learning'. To assist students with management of assessment, coursework due dates are spread throughout the academic year and this schedule of deadlines for all coursework for the year is given to students during their first week of teaching.

The principle of diversity is evident in the broad range of assessments that students are required to undertake across their three years of study. The variety of assignments includes diagnostic and formative multiple choice tests (MCQs), coursework essays, practical reports, the independent project, summative MCQs, presentations, seen and unseen examinations, case studies, critical reviews of journal papers, portfolios and other forms of report. The QAA benchmarks for Psychology (2007) state that teaching provision should include 'progression through the various levels of the programme in terms of increasing academic content, understanding and complexity'. This principle of progression is evident in the nature of the demands placed on students at each academic level, there being a shift in emphasis from basic description and evaluation at Level 1 to greater expectations of critical analysis and synthesis and independent study at Level 3.

The staff group is committed to ensuring that the volume of assessed work is broadly commensurate with the module credit weighting, and that there is broad parity in assessment demands in modules of equivalent size. Thus, in line with the University's Curriculum 2004 scheme, there is a maximum of four and eight assessment activities for 15- and 30-credit modules, respectively. In addition, students can expect 15 credit modules not to exceed one two-hour examination plus 2500 words of assessment, or equivalent. Similarly, 30-credit modules will not exceed two two-hour examinations, plus 5000 words of assessment, or equivalent.

#### 4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> <li><b>Knowledge &amp; understanding</b></li> </ul>	<p>Upon successful completion of the programme, students should be able to:</p> <p>Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas of the discipline, and how they interrelate;</p> <p>Demonstrate detailed knowledge of several specialised areas and/or applications of psychology, some of which are at the cutting edge of research in the discipline;</p> <p>Understand the scientific underpinnings of</p>

	<p>psychology as a discipline, its historical origins, development and limitations;          Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations;          Recognise the inherent variability and diversity of psychological functioning and its significance.</p>
<ul style="list-style-type: none"> <li><b>Cognitive skills</b></li> </ul>	<p>Upon successful completion of the programme, students can be expected to have developed the ability to:</p> <ol style="list-style-type: none"> <li>1. Comprehend, evaluate and present data effectively;</li> <li>2. Retrieve, organise and synthesise information;</li> <li>3. Analyse primary source material critically;</li> <li>4. Reason systematically and solve problems by clarifying questions, considering alternative solutions, and evaluating outcomes.</li> </ol>
<ul style="list-style-type: none"> <li><b>Subject specific skills</b></li> </ul>	<p>Upon completion of the programme, students can be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Construct an argument, reason scientifically, understand the role of evidence and make critical judgements about debates and arguments in psychology</li> <li>2. Adopt multiple perspectives, synthesise information and systematically analyse the relationships between them;</li> <li>3. Detect meaningful patterns in behaviour and experience and evaluate their significance;</li> <li>4. Pose, operationalise and critique research questions</li> <li>5. Demonstrate substantial competence in research skills through practical activities, including generating research questions or hypotheses and devising ways of testing them using both quantitative and qualitative methods and a variety of analytic tools;</li> <li>6. Reason statistically and use confidently a range of statistical methods for analysing data;</li> <li>7. Initiate, design, conduct and report an independent, empirically-based research project under appropriate supervision, and recognise the project's theoretical, practical and methodological implications and limitations;</li> <li>8. Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of</li> </ol>

	the ethical context of psychology as a discipline.
<ul style="list-style-type: none"> <li><b>Key Skills</b></li> </ul>	<p>Upon completion of the programme, students can be expected to have developed and practised the following skills:</p> <ol style="list-style-type: none"> <li>1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means;</li> <li>2. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets;</li> <li>3. Be computer literate and confident in using word processing, database and statistical software;</li> <li>4. Be sensitive to, and react appropriately to contextual and interpersonal factors in groups and teams, including working co-operatively in groups and making contributions to team objectives;</li> <li>5. Undertake self-directed study and workload and project management, in order to meet desired objectives and set deadlines;</li> <li>6. Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> </ol>

## 5. Structure and Regulations

### Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
PSYC1090	30.00	1	Both	Y	DM	
PSYC1091	30.00	1	Must Take		Y	DM
PSYC1092	30.00	1	Must Take		Y	DM
PSYC1093	15.00	1	Must Take		Y	DM
PSYC1094	15.00	1	Must Take		Y	DM
PSYC2013	30.00	2	Both	Y	DM	
PSYC2090	15.00	2	Must Take		Y	DM
PSYC2091	15.00	2	Must Take		Y	DM
PSYC2092	15.00	2	Must Take		Y	DM
PSYC2093	15.00	2	Must Take		Y	DM
PSYC2094	15.00	2	Must Take		Y	DM
PSYC2095	15.00	2	Must Take		Y	DM
PSYC3000	30.00	3	Both	Y	DM	
PSYC3016	15.00	3	Neither		Y	DM
PSYC3020	15.00	3	Neither		Y	DM
PSYC3029	15.00	3	Neither		Y	DM
PSYC3031	30.00	3	Must Take		Y	DM
PSYC3033	15.00	3	Neither		Y	DM
PSYC3035	15.00	3	Neither		Y	DM
PSYC3037	15.00	3	Neither		Y	DM
PSYC3056	15.00	3	Neither		Y	DM
PSYC3060	15.00	3	Neither		Y	DM
PSYC3066	15.00	3	Neither		Y	DM
PSYC3075	15.00	3	Neither		Y	DM
PSYC3077	15.00	3	Neither		Y	DM

<b>PSYC3099</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>
<b>PSYC3100</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>
<b>PSYC3160</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>
<b>PSYC3200</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>
<b>PSYC3300</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>
<b>PSYC3400</b>	<b>15.00</b>	<b>3</b>	<b>Neither</b>	<b>Y</b>	<b>DM</b>

#### Structure

##### Structure notes

##### Course Specific Differences or Regulations

##### Numbers at sites, including partner institutions

##### Relevant QAA Subject Benchmarking statement(s)

### 6. Quality Assurance Information

#### QA of Workbased Learning

#### Liaison with Collaborative Partners

#### Procedures for Maintaining Standards

The Programme Leader, together with the programme team, will be responsible for ensuring that quality assurance procedures are carried out in accordance with the University's requirements. A range of monitoring and evaluation activities, both formal and informal, are employed to enable the team to determine whether the quality of the provision in terms of appropriateness of programme content and the effectiveness of learning and teaching strategies is maintained. These activities also serve as a means of identifying and rectifying shortcomings, and of enhancing quality. The range of activities in operation includes the following:

- the discussion of quality issues at formal Programme Management Boards;
- the election of student representatives who attend PMBs and act as a channel of information for student concerns;
- informal discussions between staff and students at Staff Student Consultative Committee meetings;
- the discussion of quality matters at Psychology Staff meetings which note individuals responsible for taking action, and chronicle the actions taken and the consequent outcomes;
- the implementation of Programme Enhancement Plans which identify key quality issues for reflection, action and improvement;
- the annual evaluation of the student experience at programme level;
- the internal moderation of marking;
- marking standardisation exercises carried out in module teams;
- the External Examiner system (including the moderation of students' assessed work and the External Examiners' reports);
- peer observation of teaching;
- the use of module evaluation questionnaires on an annual basis;
- the production of annual module reports by each Module Leader which include reflections on student evaluations, student achievement data, and comments from External Examiners;
- the presentation of each module's annual report on a rotating biennial schedule to PMB;
- annual Review and Planning events for staff;
- the formulation of programme and module actions plans as a means of ensuring that quality issues are identified and addressed by the entire staff group;
- monitoring of the profile of degree classifications at the end of both level 1 and level 2, and the

profile of degree awards at the end of level 3;  
mentoring of new staff by more established members of the staff team;  
analysis of student destinations on completion of the programme;  
analysis of the data on drop-outs, including reasons given for leaving the programme;  
informal feedback from the student body.

**Course Handbook Descriptor**

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