

## PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

### SECTION A: DETAILS OF THE COURSE AND AWARD

<b>Programme Title</b>	<b>BSc (Hons) Behavioural Sciences BSc (Hons) Behavioural Sciences with Foundation Year</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Delivery Location</b>	<b>Buckinghamshire New University / High Wycombe, UCAV &amp; Uxbridge</b>
<b>Name of Final Award</b>	<b>Bachelor of Arts with Honours, BA (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Benchmark Statement(s)</b>	<b>QAA Psychology 2007, QAA Criminology 2007 and Sociology 2007 and QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008</b>
<b>UCAS Code</b>	<b>C801</b>
<b>Course Code(s)</b>	<b>Full time: BH1BLS1 Part time: BH1BLS2 With FY: BH1BLS4</b>
<b>Mode and Length of Study</b>	<b>3 years Full time / 5 years Part time 4 years/ full-time delivery</b>
<b>Number of Intakes</b>	<b>2: September &amp; January</b>
<b>Regime of Delivery</b>	<b>Attendance</b>
<b>Language of Study</b>	<b>English</b>
<b>Details of Accreditation</b>	<b>N/A</b>
<b>Publication Date</b>	<b>01 July 2014 Revised Nov 2017, January 2018, April 2018, July 2018, Sept 2018, Nov 2018, August 2019</b>

#### Potential Student Profile / Criteria for Admission:

*What the award is about and who the programme is aimed at:*

The BSc (Hons) in Behavioural Sciences has been designed to permit students to combine studying social sciences and behavioural sciences, with psychology at its core, and presenting a wide range of choices for student preferences. This programme allows greater flexibility in the choice of subject areas than our British Psychological Society (BPS) accredited degree (BSc Psychology), and is therefore suitable for all those interested in understanding human behaviour with the flexibility to tailor-make your programme from a broad range of optional modules in disciplines including criminology, sociology and sports psychology.

Entry criteria:

**For BSc (Hons) Behavioural Sciences (3 years)**

- School leavers with a minimum of 96 UCAS points
- Mature students with a variety of educational backgrounds (e.g. Access) who are motivated to pursue a course in Behavioural Sciences.
- Prospective students are expected to have attained a minimum of a C/4 grade in GCSE Mathematics and English
- Students who have commenced their studies in another institution and wish to transfer in to this programme in year 2 or 3 will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.
- Mature students who wish to apply for accreditation of prior experiential learning for specific modules will be considered under the provisions of the University's Credit Accumulation and Transfer Policy.

**For BSc (Hons) Behavioural Sciences with Foundation Year (4 years)**

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

*Why students should choose this award:*

Those who are interested in all aspects of human behaviour, affect and emotion and who wish to study this at degree level, but who do not seek to become Chartered Psychologists, should choose this award. This programme will also help to develop a variety of transferable skills valued by employers, enhancing employability. Such skills include skills in communication, numeracy, teamwork, critical thinking, computing, independent learning and more. Thus, those seeking to enhance these skills could also choose this programme.

*Opportunities available for students after completion of the award:*

- The programme offers both a subject-specific and a generic knowledge base, skills and competences that will enable students to pursue a career in a wide variety of professions, particularly those with an interest in human behaviour. This programme specifically is designed to inspire and facilitate the development of a variety of desirable, transferable skills that will enhance employability in any future career.
- Graduates who achieve a 2.1 classification or higher in their degree are eligible to apply for Teacher Training.

*Expected knowledge and skills that the entrant will have on entry to the programme:*

Entrants are expected to have a strong interest in social processes, human behaviour and individual differences. Experience of working or volunteering for charities, social support services, the criminal justice system or in the caring profession would be an advantage, but is not essential. Good communication skills are important as students will be assessed in a number of ways including both written work and oral communication. Entrants must be prepared to take responsibility for their learning, and be willing to work both individually and as part of a group and to participate fully in course activities. Basic ICT skills will be an advantage as students are required to use the virtual learning environment to access course materials, and to submit coursework assignments electronically.

## SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

### Programme Aims

The main educational aims of the programme are to:

- Provide an understanding of the brain, the body and the environment in order to understand emotion, affect and behaviour, and the complex interactions between them, in individuals, groups and society.
- Develop the ability to use this knowledge in an applied capacity.
- Develop the ability to evaluate critically multiple perspectives in psychology.
- Develop the levels of skill and knowledge to equip the graduate for careers appropriate to human science graduates.
- Develop the generic key skills, knowledge and values that provide the foundations for life-long personal development.

### Programme Learning Outcomes<sup>i</sup>

#### A. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Systematically understand the underpinnings of psychology as a discipline, its historical origins, development and limitation.
2. Recognise the inherent variability and diversity of psychological functioning, where our knowledge is uncertain, ambiguous or limited and its significance in the discipline of psychology.
3. Demonstrate an acquisition of coherent and detailed knowledge, and a systematic, critical and evaluative understanding of a range of influences on psychological functioning, how they are conceptualised in the behavioural sciences.
4. Devise and sustain arguments based on detailed knowledge of several specialised areas and / or applications of psychology, some of which are at the cutting edge of research in the discipline.
5. Demonstrate an ability to deploy a range of research processes, methods and measurement techniques, including statistical analysis, applicable to the behavioural sciences and be aware of their limitations.

#### B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Understand the role of evidence and make critical judgments about arguments (including ethical issues) in psychology.
2. Adopt multiple perspectives and systematically detect analyse and evaluate meaningful patterns of behaviour and the relationships between them.
3. Pose, frame, operationalise and critique research questions.
4. Enquire and reason statistically and use a range of basic statistical methods with confidence.
5. Competently initiate, design, conduct and report a literature based dissertation under appropriate supervision. Recognise its theoretical contribution, implications and limitations, communicating this in a language appropriate to the audience involved.

#### C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.) and the ability to use the applied statistical software (SPSS)

2. Demonstrate good communication skills, both oral and written
3. Demonstrate problem solving and decision making skills
4. Demonstrate ability to work both independently and as part of a team
5. Demonstrate competence in research skills through practical activities, including an awareness of ethical principles when researching in behavioural sciences

#### D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.
2. Be computer literate and confident in using word processing, database and statistical software.
3. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.
4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
5. Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.
6. Take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. Undertake self-directed study and project management, in order to meet desired objectives.

<sup>1</sup> The Programme Learning Outcomes have been drawn or adapted from the Quality Assurance Agency Subject Benchmark Statements for Psychology dated 2007 and the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland dated August 2008.

**Table 1: Programme Skills Matrix – Assessment**

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
<b>Foundation Year</b>										
FY026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY027	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY028	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Level 4</b>										
PS450	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS452	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS453	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS454	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LC473	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC470	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Level 5</b>										
PS550.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS552	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS553	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PS555	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS556	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS557	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS558	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC558	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC559	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LC564	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL526	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LC560	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Level 6</b>										
PS650	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PS651	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PS661	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS664	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS655	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PS656	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS657	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS658	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS659	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS604	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS663	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS665	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PS669	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

At Level 4 teaching and learning methods are aimed at introducing students to the core areas of psychology (commensurate with the British Psychological Society core curriculum) and providing them with a foundation of knowledge and skills to build upon in levels 5 and 6.

At level 4 a number of different methods will be utilised, including lectures, classroom-based activities, independent learning methods and practical sessions, where applicable. Lectures enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues. At this level seminars will provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter.

At Level 5 students are expected to acquire more in-depth knowledge and understanding of the subject. Knowledge will be disseminated through lectures, but at this level seminar sessions will be much more student-led, and students will be expected to prepare in advance for each seminar. Student-led seminars facilitate development of cooperative team-work between students and individual communication skills, both of which are highly sought-after transferable skills.

At Level 6 students will be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts. Student presentations at this level encourage students to critically examine the application of psychological

theory to human behaviour. Students are encouraged to work as a group to coordinate presentations to a professional standard.

Students will engage in a variety of other activities, including analysis of key readings, exercises on systematic literature searching and summarising information from journal articles, group discussions, debates, videos and practical activities.

**Workshops** – laboratory and computing – Workshop activities particularly focus on the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data. In addition, students will be given the opportunity to use the observation laboratory and to engage in the measurement of psycho-physiological responses using Biopac®.

The University has a **Virtual Learning Environment** called 'Blackboard', which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

A number of careers talks will be arranged for the students to attend outside of the normal timetabled hours. These will cover a range of opportunities for both voluntary work and/or full-time employment. Additionally, a number of speakers will be invited to discuss their engagement in professional courses such as Forensic, Clinical and Counselling Psychology (e.g. MSc students, Forensic Psychologists in Training etc.).

### Assessment methods

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods will be employed on this course, as follows:

- **Time-constrained assignment** will enable the students to demonstrate the breadth of knowledge gained on a module. It will familiarise the students with examination style questions with which they will be confronted, either in the same module or subsequent modules.
- **Poster presentation** will enable the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Seminar presentations** will enable students to demonstrate depth of knowledge, to demonstrate communication skills, both written and oral, to demonstrate their ability to work as a team, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Examinations** will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their

capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students two weeks prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.

- **Essay** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Laboratory / Research Reports** will be required in some modules. It will enable students to demonstrate their ability to: define a research problem, critically review relevant academic literature, formulate relevant hypotheses, operationalise variables and design a study, analyse and interpret the forthcoming data, to discuss the findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal scientific style.
- **Literature based Dissertation** represents a major piece of independent research activity chosen by the student and undertaken in their third year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year. This work will have the structure commonly found in research reports and journal articles, and may potentially be publishable.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

### **Work-Based / Placement Learning**

There is no work based/ placement learning for this award.



## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		BSc (Hons) Behavioural Sciences									
Course Code		BH1BLS1									
Mode of Study		Full time Attendance									
Credit Value		UK	360			ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>[Close / Optional]</i> )	Credit Value	Assessment Regime			Semester Taught		
						Written Exam %	Coursework %	Practical %			
<b>Level 4</b>											
PS450	Intro to Developmental and Social Psychology	4	1	C	15	-	100		1		
PS451	Intro to Biological Psychology and Cognitive Psychology	4	1	C	15	100	-	-	2		
PS452	Intro to Personality and Applying Psychology	4	1	C	15	-	100	-	2		
PS453	Psychological Research Methods	4	1	C	30	70	30		Both		
PS454	Intro to Cross-Disciplinary Psychology	4	1	C	15	50	50	-	1		
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100		1		
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100			2		
<b>Level 5</b>											
PS552	Developmental Psychology	5	2	C	15	50	50	-	2		
PS553	BioPsychology	5	2	C	15	50	-	50	1 / 2		
PS557	Personality and Individual Differences	5	2	C	15	50	50	-	1		
PS558	Conceptual and Historical Issues in Psychology	5	2	C	15	-	60	40	2		
Two options in each Semester from:											
PS555	Qualitative Research Methods in Psychology	5	2	O	15	-	100	-	1		
PS556	Cognitive Processes in Psychology	5	2	O	15	100	-	-	1 / 2		
LC558	Issues in Criminology: Discrimination	5	2	O	15	-	100	-	1		

<b>Course Title</b>	BSc (Hons) Behavioural Sciences								
<b>Course Code</b>	BH1BLS1								
<b>Mode of Study</b>	Full time Attendance								
<b>Credit Value</b>	<b>UK</b>	360			<b>ECTS</b>	180			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (<i>IC</i> / <i>Core</i> / <i>Optional</i>)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
LC559	Contemporary Criminology	5	2	O	15	100	-	-	2
LC564	Citizenship, Community and Welfare	5	2	O	15	-	100	-	2
SL526	Cognition & Emotion in Sport & Exercise Psychology	5	2	O	15	-	40	60	1
SL532	Applied Sport & Performance Psychology	5	2	O	15	-	100	-	2
LC560	Gender and Sexuality in Society	5	2	O	15	-	100	-	1
<b>Level 6</b>									
PS669	Literature Based Dissertation	6	3	C	30	-	100	-	Both
PS603	Critical Social Psychology	5	3	C	15	60	-	40	1
Students must also choose 2 options from those available in Semester 1 AND 3 options from those available in Semester 2:									
PS650	Police Psychology and Legal Framework	6	3	O	15	-	50	50	1
PS651	Investigative and Forensic Psychology	6	3	O	15	-	50	50	2
PS655	Positive Psychology	6	3	O	15	-	100	-	1 / 2
PS656	Health Psychology	6	3	O	15	50	50	-	1
PS657	Business and Organisational Psychology	6	3	O	15	50	50	-	2
PS658	Advanced Developmental Psychology	6	3	O	15	50	50	-	1
PS659	Counselling Psychology	6	3	O	15	60	-	40	2
PS604	Principles of Psychopathology	6	3	O	15	50	50	-	1
PS661	Evolutionary Psychology	6	3	O	15	70	30	-	2
PS663	Exceptional Human Experience	6	3	O	15	-	100	-	1 / 2
PS664	Brain, Mind and Behaviour	6	3	O	15	50	50	-	1

<b>Course Title</b>	BSc (Hons) Behavioural Sciences								
<b>Course Code</b>	BH1BLS1								
<b>Mode of Study</b>	Full time Attendance								
<b>Credit Value</b>	UK	360	<b>ECTS</b>			180			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>IClose / OOptional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS665	Educational Psychology	6	3	O	15	100	-	-	2

<b>Course Title</b>	BSc (Hons) Behavioural Sciences with Foundation Year								
<b>Course Code</b>	BH1BLS4								
<b>Mode of Study</b>	Full time Attendance								
<b>Credit Value</b>	UK	360	<b>ECTS</b>			180			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>IClose / OOptional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
<b>Foundation Year</b>									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
FY023	Foundations of Psychology	0	1	C	n/a		100		1/2
<b>Level 4</b>									
PS450	Intro to Developmental and Social Psychology	4	2	C	15		100		1
PS451	Intro to Biological Psychology and Cognitive Psychology	4	2	C	15	100			2
PS452	Intro to Personality and Applying Psychology	4	2	C	15		100		2

Course Title		BSc (Hons) Behavioural Sciences with Foundation Year							
Course Code		BH1BLS4							
Mode of Study		Full time Attendance							
Credit Value		UK	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
PS453	Psychological Research Methods	4	2	C	30	70	30		Both
PS454	Intro to Cross-Disciplinary Psychology	4	2	C	15	50	50		1
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100		1
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100			2
<b>Level 5</b>									
PS552	Developmental Psychology	5	3	C	15	50	50		2
PS553	BioPsychology	5	3	C	15	50		50	1 / 2
PS557	Personality and Individual Differences	5	3	C	15	50	50		1
PS558	Conceptual and Historical Issues in Psychology	5	3	C	15		60	40	2
Two options in each semester from:									
PS555	Qualitative Research Methods in Psychology	5	3	O	15		100		1
PS556	Cognitive Processes in Psychology	5	3	O	15	100			1 / 2
LC558	Issues in Criminology: Discrimination	5	3	O	15		100		1
LC559	Contemporary Criminology	5	3	O	15	100			2
LC564	Citizenship, Community and Welfare	5	3	O	15		100		2
SL526	Cognition & Emotion in Sport & Exercise Psychology	5	3	O	15		40	60	1
SL532	Applied Sport & Performance Psychology	5	3	O	15		100		2
LC560	Gender and Sexuality in Society	5	3	O	15		100		1
<b>Level 6</b>									
PS669	Literature Based Dissertation	6	4	C	30		100		Both

<b>Course Title</b>	BSc (Hons) Behavioural Sciences with Foundation Year								
<b>Course Code</b>	BH1BLS4								
<b>Mode of Study</b>	Full time Attendance								
<b>Credit Value</b>	<b>UK</b>	360			<b>ECTS</b>	180			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (<i>Core / Optional</i>)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
PS603	Critical Social Psychology	5	4	C	15	60		40	1
Students must also choose 2 options from those available in Semester 1 AND 3 options from those available in Semester 2									
PS650	Police Psychology and Legal Framework	6	4	O	15		50	50	1
PS651	Investigative and Forensic Psychology	6	4	O	15		50	50	2
PS655	Positive Psychology	6	4	O	15		100		1/2
PS656	Health Psychology	6	4	O	15	50	50		1
PS657	Business and Organisational Psychology	6	4	O	15	50	50		2
PS658	Advanced Developmental Psychology	6	4	O	15	50	50		1
PS659	Counselling Psychology	6	4	O	15	60		40	2
PS604	Principles of Psychopathology	6	4	O	15	50	50		1
PS661	Evolutionary Psychology	6	4	O	15	70	30		2
PS663	Exceptional Human Experience	6	4	O	15		100		1/2
PS664	Brain, Mind and Behaviour	6	4	O	15	50	50		1
PS665	Educational Psychology	6	4	O	15	100			2

<b>Course Title</b>	BSc (Hons) Behavioural Sciences								
<b>Course Code</b>	BH1BLS2								
<b>Mode of Study</b>	Part time Attendance								
<b>Credit Value</b>	<b>UK 3</b>	360	<b>ECTS</b>			180			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
<b>Level 4 – Year 1</b>									
PS450	Introduction to Developmental and Social Psychology	4	1	C	15		100		1
PS451	Introduction to Biological Psychology and Cognitive Psychology	4	1	C	15	100			2
PS452	Introduction to Personality and Applying Psychology	4	1	C	15		100		2
PS454	Introduction to Cross-Disciplinary Psychology	4	1	C	15	50	50		1
<b>Level 4 – Year 2</b>									
PS453	Psychological Research Methods	4	2	C	30	70	30		Both
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100		1
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100			2
<b>Level 5 – Year 3</b>									
PS552	Developmental Psychology	5	3	C	15	50	50		2
PS553	BioPsychology	5	3	C	15	50	50		1 / 2
PS557	Personality and Individual Differences	5	3	C	15	50	50		1
PS558	Conceptual and Historical Issues in Psychology	5	3	C	15		60	40	2
<b>Level 5 – Year 4</b>									
Two options in each semester (totalling 60 credits) from:									
PS555	Qualitative Research Methods in Psychology	5	4	O	15		100		1
PS556	Cognitive Processes in Psychology	5	4	O	15	100			1 / 2

Course Title		BSc (Hons) Behavioural Sciences							
Course Code		BH1BLS2							
Mode of Study		Part time Attendance							
Credit Value		UK 3	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
LC558	Issues in Criminology: Discrimination	5	4	O	15		100		1
LC559	Contemporary Criminology	5	4	O	15	100			2
LC564	Citizenship, Community and Welfare	5	4	O	15		100		2
SL526	Cognition & Emotion in Sport & Exercise Psychology	5	4	O	15		40	60	1
SL532	Applied Sport & Performance Psychology	5	4	O	15		100		2
LC560	Gender and Sexuality in Society	5	2	O	15		100		1
<b>Level 6 – Year 5</b>									
PS603	Critical Social Psychology	5	5	C	15	60		40	1
1 option from those available in Semester 1 AND 2 options from those available in Semester 2									
PS650	Police Psychology and Legal Framework	6	5	O	15		50	50	1
PS651	Investigative and Forensic Psychology	6	5	O	15		50	50	2
PS655	Positive Psychology	6	5	O	15		100		1 / 2
PS656	Health Psychology	6	5	O	15	50	50		1
PS657	Business and Organisational Psychology	6	5	O	15	50	50		2
PS658	Advanced Developmental Psychology	6	5	O	15	50	50		1
PS659	Counselling Psychology	6	5	O	15	60		40	2
PS604	Principles of Psychopathology	6	5	O	15	50	50		1
PS661	Evolutionary Psychology	6	5	O	15	70	30		2
PS663	Exceptional Human Experience	6	5	O	15		100		1 / 2
PS664	Brain, Mind and Behaviour	6	5	O	15	50	50		1

<b>Course Title</b>	BSc (Hons) Behavioural Sciences								
<b>Course Code</b>	BH1BLS2								
<b>Mode of Study</b>	Part time Attendance								
<b>Credit Value</b>	<b>UK 3</b>	360	<b>ECTS</b>			180			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (<i>Core / Optional</i>)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
PS665	Educational Psychology	6	5	O	15	100			2
<b>Level 6 – Year 6</b>									
PS669	Literature based Dissertation	6	5	C	30		100		Both
1 option from those available in Semester 1 AND 1 option from those available in Semester 2									
PS650	Police Psychology and Legal Framework	6	5	O	15		50	50	1
PS651	Investigative and Forensic Psychology	6	5	O	15		50	50	2
PS655	Positive Psychology	6	5	O	15		100		1 / 2
PS656	Health Psychology	6	5	O	15	50	50		1
PS657	Business and Organisational Psychology	6	5	O	15	50	50		2
PS658	Advanced Developmental Psychology	6	5	O	15	50	50		1
PS659	Counselling Psychology	6	5	O	15	60		40	2
PS604	Principles of Psychopathology	6	5	O	15	50	50		1
PS661	Evolutionary Psychology	6	5	O	15	70	30		2
PS663	Exceptional Human Experience	6	5	O	15		100		1 / 2
PS664	Brain, Mind and Behaviour	6	5	O	15	50	50		1
PS665	Educational Psychology	6	5	O	15	100			2

**Table 3: Mapping of Programme Outcomes to Modules**

<b>Programme Outcome</b>	<b>Level 4 (Code)</b>	<b>Level 5 (Code)</b>	<b>Level 6 (Code)</b>	<b>Level 7 (Code)</b>	<b>Level 8 (Code)</b>
<b>A. Knowledge and Understanding</b>					
A1	PS454	All	All		



Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A2	All	All	All		
A3	PS454	All	All		
A4	All	All	All		
A5	PS453	PS555	PS555		
<b>B. Intellectual / Cognitive Skills</b>					
B1	PS454	All	All		
B2	PS454	All	All		
B3	All	All	All		
B4	PS453	PS555	PS669		
B5	PS453	PS555	PS669		
<b>C. Practical Skills</b>					
C1	PS453	All	All		
C2	PS453	PS555	PS669		
C3	All	All	All		
C4	All	All	All		
C5	All	All	All		
<b>D. Key / Transferable Skills</b>					
D1	All	All	All		
D2	PS453	PS550/ PS553/PS558/ LC559/SL526/ LC560	PS650/PS651/ PS661/		
D3	PS453	All	All		
D4	All	All	All		
D5	All	All	All		

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	400	800	-	<b>1200</b>
Year Two	400	800	-	<b>1200</b>
Year Three	400	800	-	<b>1200</b>
<b>Total</b>	<b>1200</b>	<b>2400</b>	-	<b>3600</b>

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

No exceptions.

The calculation of this award will be as follows: Level 5 – 33%, Level 6 – 67%.

The following modules may not be condoned: PS669 Literature Based Dissertation.

No exit award is available for students who withdraw at the end of the Foundation Year.

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

## APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor of Science (Ordinary degree)

### Exit Award Programme Learning Outcomes

#### ***Certificate of Higher Education***

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Evaluate the appropriateness of different approaches to solving problems related to the Behavioural Sciences
- Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- PS450 Intro to Developmental & Social
- PS451 Intro to Biological and Cognitive
- PS452 Intro to Personality and Applying Psychology
- PS453 Psychological Research Methods
- PS454 Intro to Cross Disciplinary Psychology
- LC473 Making Sense of Society: The Sociological Imagination
- LC470 Making Sense of Society: Understanding the Social World

#### ***Diploma of Higher Education***

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques within the Behavioural Sciences effectively

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

- PS552 Developmental Psychology (*Core*)
- PS553 Biopsychology (*Core*)
- PS557 Personality & Individual Differences (*Core*)
- PS558 Conceptual & Historical Issues in Psychology (*Core*)
  - Plus 3 options from Semester 1, 1 option from Semester 2
- PS550 Psychological Perspectives on Criminal Behaviour (*Optional*)
- PS555 Qualitative Research Methods (*Optional*)
- PS556 Cognitive Processes in Psychology (*Optional*)
- LC558 Issues in Criminology (*Optional*)
- LC560 Gender & Sexuality in Society (*Optional*)
- SL526 Cognition & Emotion in Sport & Exercise Psychology (*Optional*)
- LC559 Contemporary Criminology (*Optional*)
- LC564 Citizenship, Community & Welfare (*Optional*)

- SL532 Applied Sport & Performance Psychology (*Optional*)

### **Ordinary degree**

On successful completion of a **Bachelor of Science (Ordinary degree)**, a graduate will be able to:

- Apply, under guidance, methods and techniques within Behavioural Sciences that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

- PS603 Critical Social Psychology (*Core*)
  - Plus 2 options from Semester 1, 3 options from Semester 2
- PS655 Positive Psychology (*Optional*)
- PS656 Health Psychology (*Optional*)
- PS657 Business & Organisational Psychology (*Optional*)
- PS658 Advanced Developmental Psychology (*Optional*)
- PS659 Counselling Psychology (*Optional*)
- PS604 Principles of Psychopathology (*Optional*)
- PS661 Evolutionary Psychology (*Optional*)
- PS663 Exceptional Human Experiences (*Optional*)
- PS665 Educational Psychology (cannot be taken without PS658) (*Optional*)
- PS664 Brain, Mind and Behaviour (*Optional*)
- PS650 Police Psychology & the Legal Framework (*Optional*)
- PS651 Investigative & Forensic Psychology (*Optional*)

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<sup>i</sup> The Programme Learning Outcomes have been drawn or adapted from the Quality Assurance Agency Subject Benchmark Statements for Psychology dated 2007 and the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland dated August 2008.