Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s)	Faculty responsible for the programme
Bournemouth University	Faculty of Science and Technology

Final award(s), title(s) and credits
BSc (Hons) Psychology in Education – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits

Intermediate award(s), title(s) and credits
Diploma of Higher Education in Psychology – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Certificate of Higher Education in Psychology – 120 (60 ECTS) Level 4 credits

UCAS Programme Code(s)	HECoS Code and balanced or major/minor load
C812	100497; 100496

External reference points
QAA National Framework for Higher Education Qualifications (2014) QAA Psychology Subject Benchmark Statement (2023) QAA Future of Undergraduate Psychology in the UK (2011) The UK Quality Code for Higher Education (2018) - Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) Higher Education Academy: Psychology Resources ESRC International Benchmarking Review of UK Psychology (2011) British Psychological Society Accreditation Handbook (2019) British Psychological Society Code of Ethics and Conduct (2021) British Psychological Society Accreditation of new UK programmes (2019)

Professional, Statutory and Regulatory Body (PSRB) links
n/a

Places of delivery
Talbot Campus, Bournemouth University

Mode(s) of delivery	Language of delivery
Full time	English

Typical duration
3 years full time 4 years full time sandwich

Date of first intake	Expected start dates
September 2024	September

Maximum student numbers	Placements
Not applicable	Optional in Year 3 - Minimum of 30 working weeks (Sandwich Programme) or Optional– Four week Placement - between Year 2 and Year 3 (Full time Programme)

Partner(s)	Partnership model
Not applicable	Not applicable

Date of this Programme Specification
March 2024

Version Number
v1.0-0924

Approval, review or modification reference numbers
E232436

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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Psychology in Education							

Year 1/Level 4
Students are required to complete all 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Experimental Methods and Statistical Analysis	Core	20	50	50		30	v1.1	100497
Qualitative Research Methods	Core	20	50	50		30	v1.0	100497
Biological and Cognitive Psychology	Core	20	50	50		30	v5.1	100497
Social Psychology and Individual Differences	Core	20	50	50		30	v5.1	100497
Developmental and Clinical Psychology	Core	20	50	50		30	v1.1	100497
Introduction to Educational Psychology	Core	20		30	70	30	v1.0	100497; 100496

Progression requirements: Requires 120 credits at Level 4

Exit qualification: Cert HE Psychology (requires 120 credits at Level 4)

Year 2/Level 5
Students are required to complete all 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Statistics and Research Methods	Core	20	50	50		30	v1.0	100497
Research Methods and Analysis	Core	20	50	50		30	v1.0	100497
Developmental and Applied Educational Psychology	Core	20	50	50		30	v1.0	100497; 100496
Personality, Intelligence and Social Psychology	Core	20	50	50		30	v5.1	100497
Biological Psychology	Core	20	50	50		30	v1.1	100497
Cognition and Language	Core	20	50	50		30	v5.1	100497

Progression requirements: Requires 120 credits at Level 5

Exit qualification: Dip HE Psychology (requires 120 credits at Level 4 and 120 credits at Level 5)

Year 3/Level P - Optional placement year in industry/business

The optional sandwich placement year is taken between Levels 5 and 6.

Progression requirements: Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Year 3/4/Level 6

Students are required to complete three core units and choose two optional units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Psychology Project	Core	40		10	90	39	v5.1	100497
Inclusion and Special Educational Needs and Disabilities	Core	20	50	50		30	v1.0	100497; 100496
Wellbeing and Resilience in Schools	Core	20	50	50		30	v1.0	100497; 100496
Forensic Psychology	Option	20	50	50		30	v5.1	100497
Emotions, Mental Health and Affective Neuroscience	Option	20	50	50		30	v1.1	100497
Applied Clinical Psychology	Option	20	50	50		30	v5.1	100497
Mind Over Matter in Medicine	Option	20	50	50		30	v1.0	100497
Forensic Applications for Face Processing	Option	20	50	50		30	v5.3	100497
Health Psychology	Option	20	50	50		30	v5.1	100497
Cultural Psychology	Option	20	50	50		30	v1.2	100497
Current Trends in Cognitive and Clinical Neuroscience	Option	20	50	50		30	v1.1	100497
Counselling Psychology	Option	20	50	50		30	v1.1	100497
Cybersecurity and Cyberwarfare	Option	20	50	50		30	v1.0	100497
Psychology of Social Media and Videogames	Option	20	50	50		30	v1.1	100497
Neuroimaging	Option	20	50	50		30	v1.2	100497

Exit qualification: BSc (Hons) Psychology in Education

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop individuals with a high level of understanding and insight into empirical and theoretical issues into graduates who can:

- demonstrate a critical understanding of Psychology and Educational Psychology as an empirical science;
- develop a well-founded knowledge and critical understanding of the mind and behaviour through learning about all areas of Psychology with an Educational Psychology focus.
- acquire a range of research skills and methods to investigate behaviour, culminating in an ability to conduct research independently;
- apply their knowledge effectively in a variety of contexts, with a focus in particular on educational settings.

It has been developed with regard to a number of points of reference, particularly QAA Psychology Subject Benchmark Statement (2023) and the British Psychological Society Accreditation Handbook (2019) and Code of Ethics and Conduct (2021). The programme encompasses all areas of psychology identified by these bodies. It provides a sound theoretical underpinning and practical experience in psychology and empirical methods to enable students to begin a career in professional psychology, including educational psychology. Applied themes will enable students to have a real understanding of the different professions within psychology and how psychology can be used in other careers working with people. For example, the degree will provide a basis for postgraduate studies for professional or academic careers in Psychology (e.g. clinical, educational, forensic and health psychology), it will also equip students for a range of other careers including teaching, management consultancy, advertising, health promotion and personnel work.

The undergraduate education provision in the Department of Psychology at Bournemouth University aims to bring together research, education and professional practice by:

a) informing and educating students about Psychology;
b) developing their understanding of psychological research; and
c) enabling them to apply this knowledge in a range of practical and professional contexts.

The Psychology Department will be seeking accreditation for the BSc (Hons) Educational Psychology programme from the British Psychological Society (BPS) before the programme starts in September 2024. Accreditation confers upon students eligibility for Graduate Basis for Chartered Membership (GBC) of the BPS upon completion of the programme, provided students achieve a pass for their final-year research project's dissertation and gradute with at least a Lower Second Class (2:2) degree classification.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BSc Psychology in Education programme is informed by and aligned with Bournemouth University's 2025 strategic plan and the fusion of excellent teaching, world-class research and professional practice that is at the heart of the institution's visions and values. The academics delivering the programme are actively engaged in research, permitting opportunities for co-creation and co-production of knowledge between staff and students. Additionally, teaching excellence is ensured by the sharing of good teaching practice across the programme (via staff handbooks that guide teaching and feedback protocols). Moreover, external practitioners contribute to the programme to provide information on what professional psychology practitioners actually do (as well has having chartered clinical and forensic psychologists on the programme teaching team).

Consistent with the principles of the University's Fusion agenda, students on the programme will engage in a range of innovative coursework activities, a pedagogical approach well aligned current delivery focus of the University's Centre for Fusion Learning Innovation and Excellence (FLIE), which affords students the opportunity to learn by engaging in a series of tasks that have a theoretical/practical focus (e.g., writing practical research reports). This range of assessment is designed to equip students with the full range of skills necessary to succeed in their field of study. Moreover, the programme fuses research, education and professional practice by: (a) informing and educating students about Psychology with an Educational Psychology slant; (b) developing their understanding of psychological research; and (c) enabling them to apply this knowledge in a range of practical and professional contexts.

The Psychology Department also supports global activities for students, with students having the opportunity to study abroad, which is in line with the University's Global Engagement Plan.

All undergraduate students on programmes run by the Psychology Department also have the option of undertaking a placement year after completing Level 5 of their programme. This industrial placement is assessed on a pass/fail basis and involves the completion of a minimum of 30 working weeks (at a minimum of 30 hours per week), the completion of placement logbook, and the submission of a placement assignment. Students are supported by a dedicated Psychology Placement Team and have access to a Placement Co-ordinator, Careers Advisor, Placement Tutor and Placement PAL (Peer Assisted Learning) Leaders as well as a Placement Development Advisor when they are out on Placement in their third year.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits are the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20-credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Research Projects are distinct from other assessment types. The word count for these assignments is 5,000 words or equivalent per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
A1 Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research; **A2** Have a sound understanding of experimental design principles and be able to design research projects independently; **A3** Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically; **A4** Develop research-led knowledge of a range of specialized areas in psychology, with a focus on educational psychology; **A5** Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research; **A6** Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses; **A7** Understand the professional context of psychology and develop an understanding of their possible role in professional psychology; **A8** Understand implications of findings in different areas of professional practice in psychology, with a focus on educational psychology.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • *Lectures (A1 – A4; A7; A8);* • *Seminars (A1 – A4; A7; A8);* • *Tutorials (A2, A5, A6)* • *Directed reading (A1, A3; A4);* • *Use of the VLE (A4, A5);* • *Independent research (for dissertation) (A2; A5; A6).* Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • *Examinations (A1 - A3; A5; A7; A8);* • *Coursework assignments (A1 – A5; A7; A8);* • *Dissertation (A2; A3; A4 - A6).*
B: Intellectual skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
B1 Apply the skills needed for academic study and enquiry effectively; **B2** Critically evaluate research from a variety of sources; **B3** Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; **B4** Critically evaluate psychological evidence and use this knowledge in experimental design.	Learning and teaching strategies and methods: • *Lectures (B1 - B4);* • *Seminars (B1 – B4);* • *Tutorials (B4)* • *Directed reading (B1 – B4);* • *Use of the VLE (B2 – B4);* • *Independent research (for dissertation) (B1 – B4).*
	Assessment strategies and methods:

	• *Examinations (B1- B4);* • *Coursework assignments (B1 – B4);* • *Dissertation (B1 – B4).*
C: Practical skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
C1 Demonstrate competence in research skills by conducting an independent research project; **C2** Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research; **C3** Initiate, design, conduct and report an empirically-based research project under appropriate supervision; **C4** Reason statistically and demonstrate competence in choosing and applying a range of statistical methods and qualitative methods independently; **C5** Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence; **C6** Critically evaluate the appropriateness of methods for different areas of professional practice in psychology, with a focus on educational psychology.	Learning and teaching strategies and methods: • *Lectures (C1 - C3; C5; C6)* • *Seminars (C1 - C3, C5; C6)* • *Tutorials (C1, C3, C4)* • *Directed reading (C2; C5; C6)* • *Use of the VLE (C2; C5; C6)* • *Independent research for dissertation (C1 – C6);* Assessment strategies and methods: • *Examinations (C2, C4 – C6);* • *Coursework assignments (C1 – C4; C5; C6);* • *Dissertation (C1, C2, C5).*
D: Transferable skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
D1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience; **D2** Apply problem-solving skills in a variety of theoretical and practical situations; **D3** Evaluate academic performance and take responsibility for personal learning development; **D4** Manage time, prioritise workloads and recognize and manage emotions and stress; **D5** Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research; **D6** Have a knowledge, and understanding of, effective team working while being sensitive to the needs of others; **D7** Be able to use computers independently for statistical analysis and qualitative analysis, word processing and presentations;	Learning and teaching strategies and methods: • *Lectures (D1 – D6; D8)* • *Seminars (D1- D5; D6 – D8)* • *Tutorials (D1, D5, D6, D8)* • *Use of the VLE (D1 - D5)* • *Directed reading (D1 - D5)* Assessment strategies and methods: • *Coursework assignments (D1 – D8)* • *Examinations (D1 – D6)* • *Dissertation (D1- D5; D7)*

D8 Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.	

LEVEL 5 INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A1 An understanding of the scientific underpinnings of psychology as a discipline **A2** A fuller understanding of experimental design principles **A3** An understanding of variability and diversity of psychological functioning and how diversity can be measured psychometrically **A4** Knowledge of core areas in psychology (including biological, cognitive, developmental, individual differences and social psychology) and practice in educational psychology	Learning and teaching strategies and methods: • *Lectures (A1 - A8)* • *Seminars (A1 – A8)* • *Tutorials (A2, A5, A6)* • *Practical Workshops (A2, A5, A6)* • *Directed reading (A1, A3)* • *Use of the VLE (A4, A5, A7)*
A5 Knowledge of a range of research paradigms and methods, encompassing both quantitative and qualitative approaches **A6** Knowledge of a range of statistical techniques and an ability to use these appropriately. **A7** Knowledge and understanding of the professional context of psychology, with a focus on educational psychology **A8** An awareness of the methodologies appropriate for different areas of professional practice in psychology, with a focus on educational psychology.	Assessment strategies and methods: • *Examinations (A1 – A8)* • *Coursework assignments (A1 – A8)*
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
B1 Apply the skills needed for academic study and enquiry **B2** Analyse and evaluate research from a variety of sources **B3** Evaluate information from a number of sources in order to gain a coherent understanding of theory and practice **B4** Understand psychological evidence and its role in experimental design.	Learning and teaching strategies and methods: • *Lectures (B1 - B4)* • *Seminars (B1 – B4)* • *Tutorials (B1, B4)* • *Practical Workshops (B1, B4)* • *Directed reading (B1 – B4)* • *Use of the VLE (B1 – B4)*
	Assessment strategies and methods: • *Examinations (B1 – B4)*

	• *Coursework assignments (B1 – B4)*
C: Practical skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1 Demonstrate competence in research skills through practical activities **C2** Be aware of ethical principles and be able to demonstrate this in relation to personal study and conducting empirical studies **C3** Initiate, design, conduct and report empirically-based research under appropriate supervision **C4** Reason statistically and demonstrate competence in choosing and applying a range of statistical methods **C5** Reason scientifically and demonstrate the relationship between theory and evidence **C6** Evaluate the appropriateness of methods for different areas of professional practice in psychology, with a focus on educational psychology **C7** Demonstrate an understanding and application of critical thinking in educational psychology.	Learning and teaching strategies and methods: • *Lectures (C1 – C6)* • *Seminars (C1 – C6)* • *Tutorials (C1 – C4)* • *Practical Workshops (C1 – C4)* • *Directed reading (C1 – C6)* • *Use of the VLE (C1 – C6)* Assessment strategies and methods: • *Examinations (C1 – C6)* • *Coursework assignments (C1 – C6)*
D: Transferable skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1 Communicate ideas and research findings effectively **D2** Apply problem-solving skills in a variety of theoretical and practical situations **D3** Evaluate academic performance and take responsibility for personal learning development **D4** Manage time, prioritise workloads and recognise and manage emotions and stress **D5** Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research **D6** Demonstrate a knowledge, and understanding of, effective team working **D7** Be able to use computers for statistical analysis, word processing and presentations. **D8** Begin to understand career opportunities and challenges ahead and plan work experience to enhance acquired psychological skills and students' own strengths and weaknesses.	Learning and teaching strategies and methods: • *Lectures (D1 – D8)* • *Seminars (D1- D8)* • *Tutorials (D4, D6, D8)* • *Practical Workshops (D1, D5, D7)* • *Use of the VLE (D3, D4, D7. D8)* • *Directed reading (D1- D8)* Assessment strategies and methods: • *Examinations (D1 – D8)* • *Coursework assignments (D1 – D8)*

LEVEL 4 INTENDED OUTCOMES

A: Knowledge and understanding This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A1 An appreciation of the conceptual, historical and scientific underpinnings of psychology as a discipline **A2** A basic understanding of the principles of experimental design **A3** An appreciation of the inherent variability and diversity of psychological functioning **A4** A basic knowledge of core areas in psychology (including biological, cognitive, developmental, individual differences and social psychology) and educational psychology **A5** The ability to identify a range of research paradigms, research methods and an understanding of both quantitative and qualitative approaches **A6** Knowledge of simple parametric and nonparametric statistical analysis techniques and some knowledge of how they are applied appropriately **A7** A basic understanding of the professional context of psychology, with a focus on educational psychology **A8** An awareness of the methodologies appropriate for different areas of professional practice in psychology, with a focus on educational psychology	Learning and teaching strategies and methods: • *Lectures (A1 - A8)* • *Seminars (A1 – A4)* • *Tutorials (A2, A4, A6 – A8)* • *Practical Workshops (A2, A5, A6, A8)* • *Directed reading (A1 – A8)* • *Use of the VLE (A4, A5, A7, A8)* Assessment strategies and methods: • *Examinations (A1 - A8)* • *Coursework assignments (A1 - A8)*
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
B1 Apply the basic skills needed for academic study and enquiry **B2** Analyse research from identified sources **B3** A basic understanding of psychological evidence and its role in experimental design	Learning and teaching strategies and methods: • *Lectures (B1 – B3)* • *Seminars (B1 – B3)* • *Tutorials (B1, B3)* • *Practical Workshops (B1 – B3)* • *Directed reading (B1 – B3)* • *Use of the VLE (B1 – B3)*
	Assessment strategies and methods: • *Examinations (B1 – B3)* • *Coursework assignments (B1 – B3)*
C: Practical skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to

		demonstrate the level/stage learning outcomes:
C1	Demonstrate basic competence in research skills through practical activities	Learning and teaching strategies and methods: • *Lectures (C2, C4 – C6)* • *Seminars (C1 – C4)* • *Tutorials (C1 – C4, C6)* • *Practical Workshops (C1 – C4)* • *Directed reading (C4 – C6)* • *Use of the VLE (C2, C4 – C6)*
C2	Be aware of ethical principles and their application in relation to personal study and conducting empirical studies	
C3	Design, conduct and report an empirically-based research project under appropriate supervision	
C4	Reason statistically and demonstrate competence in choosing and applying a limited range of statistical methods	Assessment strategies and methods: • *Examinations (C1 – C6)* • *Coursework assignments (C1 – C6)*
C5	Reason scientifically and appreciate the relationship between theory and evidence	
C6	Become aware of the appropriateness of methods for different areas of professional practice in psychology, with a focus on educational psychology	
C7	Demonstrate an understanding and application of critical thinking in educational psychology.	
D: Transferable skills This programme/level/stage provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1	Communicate ideas and research findings by written, oral and visual means	Learning and teaching strategies and methods: • *Lectures (D1, D2, D4, D5)* • *Seminars (D1, D2, D4 – D6)* • *Tutorials (D1, D4, D6)* • *Practical Workshops (D1, D2, D5, D6)* • *Directed reading (D1, D2, D6)* • *Use of the VLE (D3, D4, D6)*
D2	Begin to apply problem-solving skills in a variety of theoretical and practical situations	
D3	Evaluate academic performance and take responsibility for personal learning development	
D4	Manage time, prioritise workloads and begin to recognise and manage emotions and stress	Assessment strategies and methods: • *Examinations (D1 – D5)* • *Coursework assignments (D1 – D6)*
D5	Demonstrate a basic ability to present, evaluate and interpret quantitative and qualitative research	
D6	An appreciation of effective team working	
D7	Begin to understand and demonstrate communications skills relevant to the discipline and its application in the educational psychology context.	

ADMISSION REGULATIONS

The regulations for this programme can be viewed on the BU Website: Courses | Bournemouth University

PROGRESSION ROUTE

Not applicable.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Assessment Regulations.
6a-standard-assessment-regulations-undergraduate.pdf (bournemouth.ac.uk)

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The programme includes an optional one-year work placement which occurs during the third-year of the programme and lasts for a minimum of 30 working weeks. The aim of this optional sandwich placement year is to give students experience of working within an appropriate professional environment, contributing to their potential employability in line with the Bournemouth University employability strategy. The programme also includes an optional 4-week, short-term placement that occurs between the end of the second-year and the start of the third-year. This optional short-term placement scheme aims to give students experience of working within an appropriate professional environment, contributing to their potential employability in line with the Bournemouth University employability strategy. On both placement schemes, students will utilise the skills and knowledge gained during the first two years of the programme in an appropriate work-based environment as they gain practical experience and apply a professional approach in the workplace.

Programme Skills Matrix

Units	Programme Intended Learning Outcomes	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
L6	Applied Clinical Psychology	X		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X			X	X
L6	Inclusion and Special Educational Needs and Disabilities	X		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Wellbeing and Resilience in Schools	X		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Neuroimaging	X	X		X	X				X	X	X			X	X		X		X	X	X	X	X	X	X	
L6	Health Psychology	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Forensic Applications for Face Processing	X	X		X	X				X	X	X			X	X		X		X	X	X	X			X	
L6	Mind Over Matter in Medicine	X	X		X	X				X	X	X			X	X		X		X	X	X	X	X			
L6	Forensic Psychology	X	X	X	X	X		X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Current Trends in Cognitive and Clinical Neuroscience	X	X		X	X				X	X	X			X	X		X		X	X	X	X			X	
L6	Cultural Psychology	X		X	X					X	X	X			X	X		X		X	X	X	X	X		X	
L6	Emotions, Mental Health and Affective Neuroscience	X		X	X	X				X	X	X	X		X			X	X	X	X	X	X	X	X	X	
L6	Counselling Psychology	X		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X			X	X
L6	Psychology of Social Media and Videogames	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Cybersecurity and Cyberwarfare	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L6	Psychology Project	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
L5	Personality, Intelligence and Social Psychology	X		X	X	X				X	X	X			X			X		X	X	X	X			X	X
L5	Biological Psychology	X			X	X				X	X	X			X			X		X	X	X	X			X	
L5	Statistics and Research Methods	X	X	X	X	X	X			X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	
L5	Cognition and Language	X			X	X				X	X	X			X			X		X	X	X	X			X	
L5	Developmental and Applied Educational Psychology	X		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X			X	X
L5	Research Methods and Analysis	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
L4	Experimental Methods and Statistical Analysis	X	X	X	X	X	X			X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	
L4	Introduction to Educational Psychology	X			X				X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
L4	Developmental and Clinical Psychology	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X			X	X
L4	Quantitative and Qualitative Research Methods	X	X	X	X	X	X			X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	
L4	Biological and Cognitive Psychology	X			X	X				X	X	X			X			X		X	X	X	X			X	
L4	Social Psychology and Individual Differences	X		X	X	X				X	X	X			X			X		X	X	X	X			X	X