

PROGRAMME SPECIFICATION

for the award of the Qualifying Certificate in Psychology

Managed by the Faculty of Health and Life Sciences

Delivered by the Department of Psychology, Social Work and Public Health

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2016, January 2017.

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Gipsy Lane Campus
Language of study:	English
Final award:	
Programme title:	Qualifying Certificate in Psychology
Interim exit awards and award titles available:	
Brookes course code:	SQC
UCAS code:	
JACS code:	
HECoS code:	
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
Mode/s and duration of study:	Full-time – 4 months Part-time – 8 months
QAA subject benchmark statement/s which apply to the programme:	http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf
Professional accreditation attached to the programme:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The Qualifying Certificate in Psychology is designed to enable students with no previous experience of psychology in higher education to acquire sufficient knowledge and skills to study at FHEQ Level 7 (Masters) in a UK university.

The certificate is offered as an entry qualification for the Oxford Brookes University MSc in Psychology for students who do not have enough background knowledge of the discipline for immediate entry on to the MSc conversion course. The Qualifying Certificate in Psychology meets the entry requirements for other universities' British Psychological Society accredited psychology conversion courses that award 120 credits by providing the 60 credits of Psychology at Level 4 or above prior to entry to the programme. Students who successfully complete the Qualifying Certificate in Psychology, achieving average marks of 60% or above, will be given priority for places on the MSc Psychology.

This short programme encourages and enables intellectual, personal and professional development in response to the needs, interests and aptitudes of individual students.

The Psychology staff carries out international quality research in a range of subject areas within the scientific discipline of Psychology. Research interests are broad and cover all the main areas of psychology such as developmental, cognitive, abnormal, personality, social, biological and cross-cultural. Funded research projects on psychology related to language and literacy development, sleep, motor development, Parkinson's disease, visual perception and attention, autobiographical memory, eye gaze, deafness, autism and attitudes to motoring have taken place. Students on this programme have the opportunity to be taught by enthusiastic and active researchers with specific expertise in many different topic areas. You can find out more information about staff research interests here: <http://pswph.brookes.ac.uk/staff>

SECTION 3: PROGRAMME LEARNING OUTCOMES

The programme will encourage and enable students:

- a) To produce a basic scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these;
- b) To present multiple perspectives in a way that fosters critical evaluation;
- c) To develop an understanding of real life applications of theory to the full range of experience and behaviour;
- d) To develop an understanding of the role of empirical evidence in the creation and constraint of theory and also in how theory guides the collection and interpretation of empirical data.

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Academic literacy is inherent to the substantive content of all modules and encompasses disciplinary and professional knowledge and skills that enable students to understand the 'landscape' of Psychology. Module content and assessment practices are designed to help students become aware of the distinctive character of psychological knowledge and evidence in relation to other forms of understanding, such as other disciplines and everyday explanations

3.2 RESEARCH LITERACY

Research literacy enables students to understand the nature and appropriate use of research strategies and methods in gaining and critiquing psychological knowledge and is addressed in students' independent learning and resource retrieval for all assessments

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Critical self-awareness and personal literacy is exercised through student initiative and personal responsibility in their own learning and with all forms of assessment. Students develop an understanding of the process of learning and the ability to assess the work of oneself and others. Group work in modules provides students with opportunities to work collaboratively in diverse settings

3.4 DIGITAL AND INFORMATION LITERACY

Digital and information literacy is achieved through the full use of online resources via the psychology web pages and Moodle. Students are expected to use information technology both as a resource and research tool in all psychology modules. Library training sessions and computer workshops ensure that students develop the skills and practices necessary to become confident and agile users of a range of technologies for personal, academic and professional use.

3.5 ACTIVE CITIZENSHIP

Active citizenship promotes an awareness of diversity and inequalities as well as the local and global contexts that shape these issues. These are central concerns of Psychology as a discipline, and they are addressed in all modules. The detailed study of research ethics also contributes to global citizenship through research methods teaching.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework : Exam ratio
U24101	Foundations of Cognitive Psychology	15	4	Alternative compulsory	20:80
U24102	Foundations of Social Psychology	15	4	Alternative compulsory	20:80
U24104	Foundations of Developmental Psychology	15	4	Alternative compulsory	20:80
U24105	Foundations of Biological Psychology	15	4	Alternative compulsory	20:80
U24107	Learning from Influential Papers	15	4	Alternative compulsory	0:100
U24109	Psychology and Contemporary Issues	15	4	Alternative compulsory	0:100
U24125	Personality and Individual Differences	15	5	Alternative compulsory	0:100
U24127	Cognitive Psychology	15	5	Alternative compulsory	60:40
U24130	Biological Psychology	15	5	Alternative compulsory	0:100
U24132	Social Psychology	15	5	Alternative compulsory	0:100
U24135	Developmental Psychology	15	5	Alternative compulsory	50:50

The following acceptable modules are alternative compulsory, 4 modules from:

Updated May 2016

- U24101 Foundations of Cognitive Psychology Semester 2
- U24102 Foundations of Social Psychology Semester 1
- U24104 Foundations of Developmental Psychology Semester 2
- U24105 Foundations of Biological Psychology Semester 1
- U24107 Learning from Influential Papers in Psychology Semester 2
- U24109 Psychology and Contemporary Issues Semester 1
- U24125 Personality and Individual Differences Semester 2
- U24127 Cognitive Psychology Semester 1
- U24130 Biological Psychology Semester 2
- U24132 Social Psychology Semester 1
- U24135 Developmental Psychology Semester 1

1 module from

- U24125 Personality and Individual Differences Semester 2
- U24127 Cognitive Psychology Semester 1
- U24130 Biological Psychology Semester 2
- U24132 Social Psychology Semester 1
- U24135 Developmental Psychology Semester 1

1 module from

- U24102 Foundations of Social Psychology Semester 1
- U24104 Foundations of Developmental Psychology Semester 2
- U24125 Personality and Individual Differences Semester 2
- U24132 Social Psychology Semester 1
- U24135 Developmental Psychology Semester 1

1 module from

- U24101 Foundations of Cognitive Psychology Semester 2
- U24105 Foundations of Biological Psychology Semester 1
- U24127 Cognitive Psychology Semester 1
- U24130 Biological Psychology Semester 2

The following modules are alternative acceptable, not more than 2 modules from:

- U24102 Foundations of Social Psychology Semester 1
- U24104 Foundations of Developmental Psychology Semester 2
- U24125 Personality and Individual Differences Semester 2
- U24132 Social Psychology Semester 1
- U24135 Developmental Psychology Semester 1

The following modules are alternative acceptable, not more than 2 modules from:

- U24101 Foundations of Cognitive Psychology Semester 2
- U24105 Foundations of Biological Psychology Semester 1
- U24127 Cognitive Psychology Semester 1
- U24130 Biological Psychology Semester 2

4.2 PROGRESSION AND AWARD REQUIREMENTS

The Qualifying Certificate in Psychology meets the entry requirements for other universities' British Psychological Society psychology conversion courses by providing the required 60 credits of psychology

at Level 4 or above prior to entry to the programme. Conversion courses are intended for graduates with a non-accredited undergraduate degree who wish to obtain GBC.

4.3 PROFESSIONAL REQUIREMENTS

N/A.

SECTION 5: TEACHING AND ASSESSMENT

A variety of teaching and learning methods are used across the programme. This ensures that students are exposed to a range of learning opportunities and helps to maintain student motivation and interest. Some of the key teaching methods used are:

- Lectures designed to introduce students to the main themes, key theoretical approaches and significant research findings relevant to the module content.
- Seminars and workshops to encourage students to engage in discussion with tutors and peers in order to further develop their knowledge and understanding of the module content apply ideas and develop a range of graduate attributes.
- Tutorials consist of one-to-one or small group conversations between students and tutors. The function of a tutorial can vary but is likely to cover such things as advice on essay preparation, guidance on key readings or return and discussion of assessed work.
- Library training sessions to provide students with help to develop learning, research and IT skills.

Teaching and learning methods are described in the module handbooks and their effectiveness is monitored and analysed by students and staff in the module feedback system and the Annual Review process. Most modules include 20-30 hours contact time and each 15 credit undergraduate module is expected to take about 200 hours of student effort in total including contact time.

Within the programme the central theme is the integration of research across the whole programme. Students are introduced to research methodology in the programme with the intention of providing them with a reasonably comprehensive introduction to the theoretical and practical aspects of research and enquiry. As these approaches and methods are integral to theory generation and knowledge, both the content and mode of assessment for each module are designed in such a way as to provide students with the opportunity to explore methodology in terms of the knowledge it generates and the contribution and impact it has had within the field

Both summative and formative assessments are incorporated into the programme of study. Methods of assessment are described in the module handbooks and monitored and evaluated using student feedback procedure and the Annual Review process. The assessments are linked to the learning outcomes for the programme.

In devising the assessment strategy we seek to achieve the following aims and objectives:

- Use a range of assessment methods including examinations, essays, individual and group presentations, critical reviews and portfolios. The variety in the forms of assessment ensures that students are exposed to different forms of learning and are given the opportunity to show their abilities across a number of different skill sets.
- Use formative and summative assessment methods to assess the learning outcomes of the subject.
- Provide students with transparent and detailed marking criteria and ensure that assessment is seen as an integral part of their learning experience.
- Provide various structures to support assessment, including essay clinics and preparatory classroom based activities (e.g. exam workshops).

- Conform to the benchmark statement for psychology, the National Qualifications Framework, Quality Assurance standards and the Brookes Assessment Compact where appropriate.

The Oxford Brookes graduate attributes are addressed throughout all teaching, learning and assessment.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

The admission requirement is a university degree and GCSE or O Level English Language.

Further details on qualifications necessary for entry to the programme, including English language requirements can be found on the Oxford Brookes website

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable

SECTION 7: PREPARATION FOR EMPLOYMENT

The programme confers eligibility for students to apply for entry to British Psychological Society psychology conversion courses that award 120 credits by providing the required 60 credits of psychology at Level 4 or above prior to entry to the programme. The course provides a good background and preparations for the BPS psychology conversion courses that award 180 credits but do not formally require a Qualifying Certificate in Psychology or equivalent as entry criteria. Conversion courses are intended for graduates with non-accredited undergraduate degree who wish to obtain eligibility for Graduate Basis for Chartered membership with the BPS.

GBC is a pre-requisite for entry onto further postgraduate training to follow a career in applied areas of professional psychology such as counselling, clinical, educational, forensic, health, occupational and sports psychology. In addition, a clear grounding in psychology and the research methods involved may be needed for students wishing to pursue a PhD in research.

Many students take up careers in educational, occupational or clinical psychology, or in academic research. We encourage flexibility, and emphasise the general relevance of practical value of the discipline. This equips the individual for a variety of careers in such areas as personnel work, market research, health care and teaching. Careers talks take place in the department and help is given to find opportunities for workplace experience in several domains.

Completion of an accredited BPS programme offers graduates a clear route to Society membership at the appropriate level, and access to the full range of membership benefits including a variety of services, publications, conferences, training and networking opportunities. Society membership also presents graduates with opportunities for developing and influencing the profession as leaders in their field in the future. For more information on the benefits of Society membership, see www.bps.org.uk/membership/benefits. The society also has details on the route to becoming a chartered psychologist.

The regular programme of departmental seminars gives students the opportunity to hear from and meet researchers and practitioners from different disciplines within psychology and from different educational institutions. This is valuable for those students considering a career in research.

