

PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	Cert HE Applied Psychology (Level 4)
Name and title of any exit qualification(s)	Certificate of Continuing Education
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London
Home School	School of Psychological Sciences
Location of delivery	Central London
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Part-time (2-4 years) September
Professional, statutory or regulatory body	Not applicable
QAA subject benchmark group(s) Higher Education Credit Framework for England	Psychology
Birkbeck Course Code	PSYCA-H
HECoS Code	100493 applied psychology
Start date of programme	Early 1990s
Date of programme approval	Early 1990s
Date of last programme amendment approval	May 2023
Valid for academic entry year	2024-25
Programme Director	Dr Michael Mallaghan
Date of last revision to document	30/05/2023

Admissions requirements

There are no formal entry requirements and the study for the award is open to all who apply and who feel that they may benefit. Students are advised that modules are taught and assessed at first year undergraduate level and an appropriate level of spoken and written English is required. Although proof is not required that a student is operating at this level, student are advised that inadequate English will not be compensated for when marking assessments.

Course aims

Main Aims:

- To offer students an opportunity to explore the range of ways in which psychology may be applied.

Distinctive Features:

- All modules are 'open access' with no formal entry requirements.
- Modules are largely offered in the evenings with some daytime provision.
- Students are taught in small interactive classes, alongside fellow students who are keen to learn and who bring to the class a wide range of experience.
- Students working, or wishing to work, with children and young people in education may be considered for direct entry into Year 2 of BA Psychological Studies (Child Development and Education).
- Students may also be able to use their Certificate to gain exemption when transferring to undergraduate study at other institutions of Higher Education.

Course structure

Level	Module Code	Module Title	Credits	Comp/ Core/ Option	Expected Teaching term(s)
Part-Time					
Year 1					
4	SCPS168H4	Understanding Research Methods for Psychology	15	Core	T1, T2
4	SCPS236H4	Theoretical and Conceptual Foundations of Psychology	15	Core	T1
4	SCPS187H4	Understanding Applied Cognitive Psychology	15	Core	T1
4	SCPS235Z4	Psychology Study Skills	0	Comp	T1-2
Year 2					
4		Options: 75 credits selected from the list below.(either 5 x 15 credits or 3 x 15 credits + 1 x 30 credits)	75	Option	T2 or T3
Students take 75 credits of options in total – note 1 x 30 credit option can be taken in place of 2 x 15 credit options .					
Indicative options list					
4	SCPS188H4	Understanding Applied Social Psychology	15	Option	T2
4	SCPS237H4	Understanding Neuroscience	15	Option	T2

4	SCPS190H4	Understanding Developmental Psychology	15	Option	T2
4	SCPS189H4	Understanding Personality & Intelligence	15	Option	T3
4	SCPS090H4	Critical Approaches to Attachment	15	Option	T3
4	FFPS127H4	Critical Approaches to Positive Psychology	15	Option	T3
4	SCPS173H4	Freud and Psychoanalysis: An Introduction	15	Option	T3
4	SCPS174H4	Health Psychology	15	Option	T3
4	FFPS072H4	Introduction to Cognitive Behaviour Therapy	15	Option	T3
4	FFPS025S4	Psychology of Mental Health	30	Option	T2
4	SCPS234H4	Working with Children and Families: Diversity and Communication	15	Option	T3

Core: Module must be taken and passed by student

Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Your learning for this course will be organised around the activities outlined below.

All modules (15 credits) are taught in one term. Each term is usually 11 weeks long. Students attend the module once a week, usually for two hours. The total amount of time spent in class is usually 22 hours. The only exceptions are Research Methods for Psychology (Introduction) 15 sessions in total, each running for 3 hours, divided between 2 hours taught sessions and a 1-hour workshop. The four extra sessions run Saturdays and focus on specific maths and research skill development.

Teaching takes a variety of forms. These may include lectures, seminars, in-class and out-of-class exercises, demonstrations, or class presentations by students, in groups or individually.

For each course taken, students are expected to allow additional weekly study time for their reading and coursework. Students are expected to undertake 10 hours of study for each credit, including that in class.

Classes are offered primarily in the evening, although some may be available in the daytime.

How we will assess you

For **15 credit modules**, there are usually two pieces of work to complete. Although the type of assessments will be varied across the modules to ensure a diversity of assessment, some

modules will be an essay completed at home and an in-class essay at the end of the module, and others may be an essay and presentation or multiple choice.

The exceptions are Research Methods for Psychology (Introduction) and Research Methods in Practice.

For Research Methods for Psychology (Introduction), students complete a report of 1500 words based upon a laboratory experiment carried out in class as a group and written up individually, one scenario-based timed test with a specific focus on methodology and ethics and another timed test that assesses the practical use of SPSS. Students must also submit a portfolio of worksheets completed during the module.

Work completed at home

The work completed at home is usually 1,500 words in length [or the equivalent]. Students will be penalised for submitting work significantly over or under this word limit. There will be no penalty for work that is 10% (150 words) too long or too short. However, five marks will be deducted for work that is between 150-500 words too long or too short. Ten marks will be deducted for work that is more than 500 words too long or too short.

The work completed at home may take various forms, depending on the module and the lecturer.

Timed essays

Each time students have to complete a timed essay, they will be given an hour during class to write an essay without referring to their books or to anyone else.

Timed essays allow students to apply their knowledge to a novel problem within a limited time. They also help students to assess how much of the material they can remember. They are designed to provide students who want to progress onto further study adequate preparation for sitting formal exams in the future.

Although writing under timed conditions may seem daunting, some students prefer timed essays because they take less time to prepare than coursework completed at home.

Students will not be penalised for the length of timed essays, although pieces that are too short may not be of sufficient quality to receive the higher grades. Students do not have to provide a reference list at the end of their essay but do need to include references in the body of their essay if they refer to the work or ideas of others.

A lecturer may give the class a 'mock' timed essay – an opportunity to sit an essay under timed conditions and receive feedback. However, lecturers are not required to do this.

For Research Methods for Psychology (Introduction) and Research Methods in Practice, students must pass the scenario-based timed test to pass the module.

Multiple Choice in-class tests

A series of statements, up to a maximum of 25, where you select the correct answer from a list of 3-4 and/or fill in the correct terms in the blank space. The test will be completed within an hour, either in-class or online at home, depending on the module.

Presentations

Some modules may require a presentation (usually 10 minutes), ranging from a review/evaluation of a published paper to applying the concepts you learn to a case or situation. Presentations are typically delivered in class.

Learning outcomes (what you can expect to achieve)

'Learning outcomes' indicate what you should be able to know or do at the end of your course.

Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

Subject Specific

- 1) ***Understanding of the discipline of psychology and its potential relevance to a variety of settings:***
 - Compare and contrast key perspectives within psychology.
 - Explain how psychology may be applied to one or more areas
 - Understand the potential relevance of psychology in various settings such as at home, in the community, at work etc.
- 2) ***Understanding of scientific practice:***
 - Explain how a range of key research methodologies may be applied.
 - Discuss the advantages and disadvantages of different research paradigms and methods.
 - Describe the ways in which concepts and theories etc may be evaluated.

Intellectual

- 3) ***The ability to compare, contrast and organise approaches / theories within psychology***
 - Describe how the different approaches address specific topics.
 - Identify the similarities, differences, contradictions and complementary elements of key theories within psychology as they apply to various topics within applied psychology.
- 4) ***Formulating arguments***
 - Present a coherent argument on a range of important topics in applied psychology.
 - Restate key arguments in psychology relating to various topics within applied psychology.
 - Present a coherent and structured line of argument on relevant topics.
- 5) ***Formulating research questions:***
 - Propose simple research questions.
 - Suggest appropriate ways of answering research questions, taking into account relevant ethical issues.
- 6) ***The ability to evaluate research findings:***
 - Describe and discuss qualitative and quantitative data.
 - Describe basic principles that may be applied in the interpretation and evaluation of research findings.
 - Use basic statistical and numerical methods in relation to quantitative data.

Practical

- 7) ***Ability to manage information***
 - Recognise and employ the skills necessary to work in depth on specific topics, either independently or as part of a team.
 - Recognise and employ the skills necessary to complete assignments.
- 8) ***Ability to employ research skills***
 - Collect simple data and conduct a simple analysis of that data.
 - Present basic qualitative and/or quantitative data in an appropriate format.

Personal and Social

- 9) ***Ability to act as a self-directed, reflective learner***
- Recognise, practice and employ a range of strategies to support personal learning, including the ability to reflect on the success of strategies and to effectively solve problems.
 - Recognise and use a range of sources of learning support.
- 10) ***The ability to work in groups.***
- Recognise the benefits of working in groups.
 - Recognise ways of relating in groups that improves the effectiveness of group work.
 - Ability to communicate effectively:
 - Participate in small group discussion/debate/exercises by both listening and communicating own ideas effectively.
 - Demonstrate the ability to present own ideas on issues addressed on the course in an appropriate and effective manner.
 - The ability to communicate the results of study accurately and reliably in writing and/or in person.
- 11) ***Understanding of how the award has relevance to the student's current and future career / life:***
- Identify courses of interest and of use in long term plans.
 - Understand possible routes of progression from award onto further study.

Careers and further study

Students working with children and young people in education may be considered for direct entry into Year 2 of BA Psychology for Education.

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

Academic regulations and course management

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services.](#) This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is [available online](#).

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