



Undergraduate Pathway: Psychology

[BSc \(Hons\) Psychology](#)

[BSc \(Hons\) Psychology and Criminology](#)

[BSc \(Hons\) Psychology with Clinical Psychology](#)

Element Overview:

Interactive Learning Skills and Communication (ILSC)

This Element has been designed to help students develop their academic literacy, and research and communication skills in preparation for undergraduate study. The areas of reading, writing, speaking, and listening will be covered. ILSC also helps students understand the institutional culture, practices, norms and expectations of the UK higher education.

A subsidiary aim of this Element is to ensure that students develop transferable skills of effective and professional communication to support ongoing study, as well as providing a basis to foster career and life-building skills.

Information and Communication Technology (ICT)

No previous technical experience is required for this Element, which provides students with an introduction to practical ICT skills. This foundation will be needed for academic success across many areas of higher education. The students will use industry standard office productivity software and techniques to produce presentations, written assignments, and charts and tables in spreadsheets. Alongside practical skills, fundamental topics surrounding technology use will be discussed, together with societal and ethical perspectives. The Element will enable students to discuss the main challenges facing society and consider the implications of their technology use.

By the end of the Element, students should have sufficient mastery of the Microsoft Office productivity suite to allow them to plan and produce presentations, use functions and write formula to display, format and analyse quantitative data and produce written assignments to a standard appropriate to higher education.

Critical Thinking

This Element aims to enable candidates to participate in and practice independent learning tasks for deeper thought and investigation as needed for Higher Academic pursuits. This Element is designed to teach, reinforce, and practice independent learning and critical thinking, as opposed to rote memorisation for success in University and professional life. An open-class forum of discussion is used to encourage critical thinking skills within academic and professional-facing contexts.

This Element enables candidates to invest in strategies that will deepen understanding and interpretation of processes, motives, argument, rationale, credibility, and possibilities which will then be applicable to a range of studies. Students will undertake research, based on an issue related to their degree programme, to review the main points of examining an argument in depth. They will learn to create a personal response that analyses the content of the issue under study.



Maths for Scientists

Foundation Maths for Science is a course that ensures students on the extended programmes for degrees in the areas of Life Sciences, Biomedical and Forensic Sciences, and Vision and Hearing Sciences have the necessary basic mathematical skills required for entry to level 4. By the end of the course, students will be able to carry out basic mathematical manipulations and understand the relevant key concepts required in order to progress to their chosen degree course. Each mathematical concept is introduced by a lecture, in which examples of how to use and apply the concept are demonstrated. Students practise problems in a tutorial for each topic, using worksheets given out in advance of the sessions. The worksheets include problems applied to the various degree pathways to which the students will progress, to indicate the importance and applicability of mathematics to their future degrees. The subjects covered are a range of arithmetic skills, algebra, areas and volumes, trigonometry and basic statistics.

Psychology

This Element aims to introduce students, from a broad range of degree programmes, to psychology. The main psychological approaches (cognitive and behavioural; psychodynamic; developmental, social and biological) will be discussed in relation to current psychological theory. Current and real-world applications of these approaches will also be discussed. Student will be given an introduction to psychopathology through the discussion of mental health disorders. In addition to these approaches, discussion of the mind/brain separation will also be introduced via the psychological topics to provide students with knowledge of psychology as a humanities subject. Research methods and psychology as a social science will also be covered to provide students with an understanding of scientific research.

Biology- Physiology

This element will study the science of body functions and their relation to the structure, or anatomy, or the organism (physiology). In this element, main organ and regulatory systems that work to enable the body to function and respond to change, whilst maintaining a constant internal environment, will be studied. Although this element will focus mainly on the human body as an example of a frequently studied organism, reference to other organisms will be made to illustrate particular principles or to contrast different systems and mechanisms.

The structure and function of the major organ systems, including the cardiovascular, respiratory, gastrointestinal, musculoskeletal, nervous, endocrine, reproductive, and immune systems will be studied. To function, the human body is required to maintain its internal environment within narrow limits. The homeostatic mechanisms needed to maintain homeostasis will be investigated and how they respond to differing conditions examined, with particular emphasis on thermoregulation and osmoregulation. Examples of negative feedback will be used throughout the course to illustrate the importance of how homeostasis is maintained. Classification and the basic principles of genetic inheritance will be introduced and considered in the context of Darwin's theory of natural selection.

Ethics

This Element seeks to consider and critique different principles and theories about ethics. This course will investigate the status of several major ethical theories and claims and consider some practical ethical issues (such as global poverty and animal welfare) which are impacted by these



theories. Students should critically think about potential ethical dilemmas and engage with difference value systems.

Ethics asks questions about claims in order to better grasp the nature of acceptable principles in behaviour and treatment. These ideas cover areas in reference to psychology, technology, education, business, and the medical and legal fields. With respect to ethical questions, this element will investigate competing answers to an idea and critically engage with them to examine their strengths and weaknesses. Students should gain a broad understanding of how ethics can be applied to a variety of subject areas and what questions should be asked to evaluate validity.

Intercultural Studies

This Element explores significant moments of difference between cultures and subcultures around the world. Students draw from their own cultural experiences as well as learning from others and lecturer-lead case studies, gaining the skills required to explore and articulate similarities and differences between different cultural practices, institutions and beliefs.

This Element will provide a platform for students to explore intercultural issues in contemporary global society, describing the key concepts and components of culture. Students will compare and contrast different cultures' analytical frameworks. This Element will introduce key concepts and explores various perspectives in intercultural studies, covering different expressions globally and historically of power. It aims to make students aware of and develop empathetic understanding toward other cultures and value systems. The inter-disciplinary nature and critical thinking approach of the program empowers students for a meaningful encounter and cooperative action with other cultures and systems.