BIC3012-A module descriptor	
Module Title	Foundation Psychology
Credit Level	10 credits (RQF Level 3)
Session	2026/7 academic year
BDA occurrence	Semester 1 available at University of Bradford
BDB occurrence	Semester 1 available at University of Bradford
BDA occurrence	Semester 3 available at University of Bradford
BDB occurrence	Semester 3 available at University of Bradford

Transparency notice

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BIC3012-A module aims

This module introduces you to the main theoretical approaches to Psychology, including key theories and concepts - and provides an overview of the historical development of the discipline as a field of study.

The main focus of the module is on social, cognitive and developmental psychology, but it also introduces you to the research methods and ethical considerations which underpin a wider range of subject areas within the field.

BIC3012-A module learning outcomes

No.	Students completing the module will be able to:
01	Describe the main theoretical approaches to the study of Psychology and the subject's development over time.
02	Explain key subject-related concepts and terminology and the importance of ethics in applied research
03	Identify and describe key theories related to social, cognitive and developmental psychology.
04	Explain how a study of Psychology can be applied to the resolution of problems for individuals or society, for example, determination of factors leading to anti-social behaviour or causing difficulties with learning.

BIC3012-A module outline syllabus

History - the emergence and historical development of Psychology as a field of study, and different approaches: cognitive, behavioural, psychodynamic, biological/medical and evolutionary.

Social psychology - anti-social behaviour, especially aggression. The main social-psychological theories of aggression are taught, for example, social learning theory and relative deprivation. Consideration is also given to the effect of environmental stressors such as noise, temperature and crowding on aggressive behaviour. Media influences on behaviour are also covered.

Cognitive Psychology - human memory and the nature and structure of memory, including capacity, duration and encoding in short and long-term memory are covered. Three models of memory are considered: the multi-store model, the working memory model and levels of processing. The topic area concludes by considering reconstructive memory and work in relation to eyewitness testimony

Developmental Psychology - developmental theories of Piaget and Vygotsky, including the key stages of each, their key developmental concepts and an evaluation of how each may be applied to education.

Methods used in research in Psychology and the ethical questions these raise.

For more information, visit the VLE (**Canvas**) page, go to our **Reading Lists webpage for this module** or search **https://bradford.rl.talis.com** for this module.

BIC3012-A module notional learning hours

- 60 hours Directed Study
- 40 hours Lectures

The overall expected hours may include contact time, scheduled learning activity, directed and independent study and any minimum expectations for placement learning. Most learning at the University of Bradford has some online content and sessions which are delivered fully by virtual means are labelled as "online".

BIC3012-A module learning, teaching and assessment

Groups are small and classes are student-centred, task-based and interactive.

The classroom approach is explicitly designed to help international students acquire new knowledge and skills, to build their confidence and enable them to become more independent learners. By doing this consistently and across all modules, the programme provides them with a strong foundation for further study in their chosen subject area.

The approach is inclusive and recognises that students come from different backgrounds with a range of previous learning experiences and associated expectations, beliefs and behaviours. Teaching and learning methods are clearly explained so students understand why (where appropriate) they need to engage in new ways of learning and why those they have used or relied on up to this point may be less suited to supporting their ongoing development and their chances of success in UK Higher Education.

Formative work is an integral part of the approach. In class, students are set tasks that require them to apply their knowledge and skills, to think critically and to solve problems. The level of challenge is gradually increased as the students grow in confidence and Tutors help them to see that experimentation, trial and error are central to the learning process, providing constructive feedback on both what has been achieved and how.

Students are also expected to engage in independent study, to reflect on their own performance and to discuss this with their module tutor or personal academic tutor, who will provide support and advice and, when necessary, draw the attention of the Academic Management Team to a struggling student using the ‘Students of concern’ process.

Summative assessment activities are deigned to test relevant knowledge and understanding and tasks are chosen to reflect what may be required when students' progress on to their chosen undergraduate degree.

BIC3012-A mode of assessment

Type	Mode	Assessment description	Weight
Summative	Examination - Closed Book	Unseen examination covering LO1, LO2 and LO3	100%

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