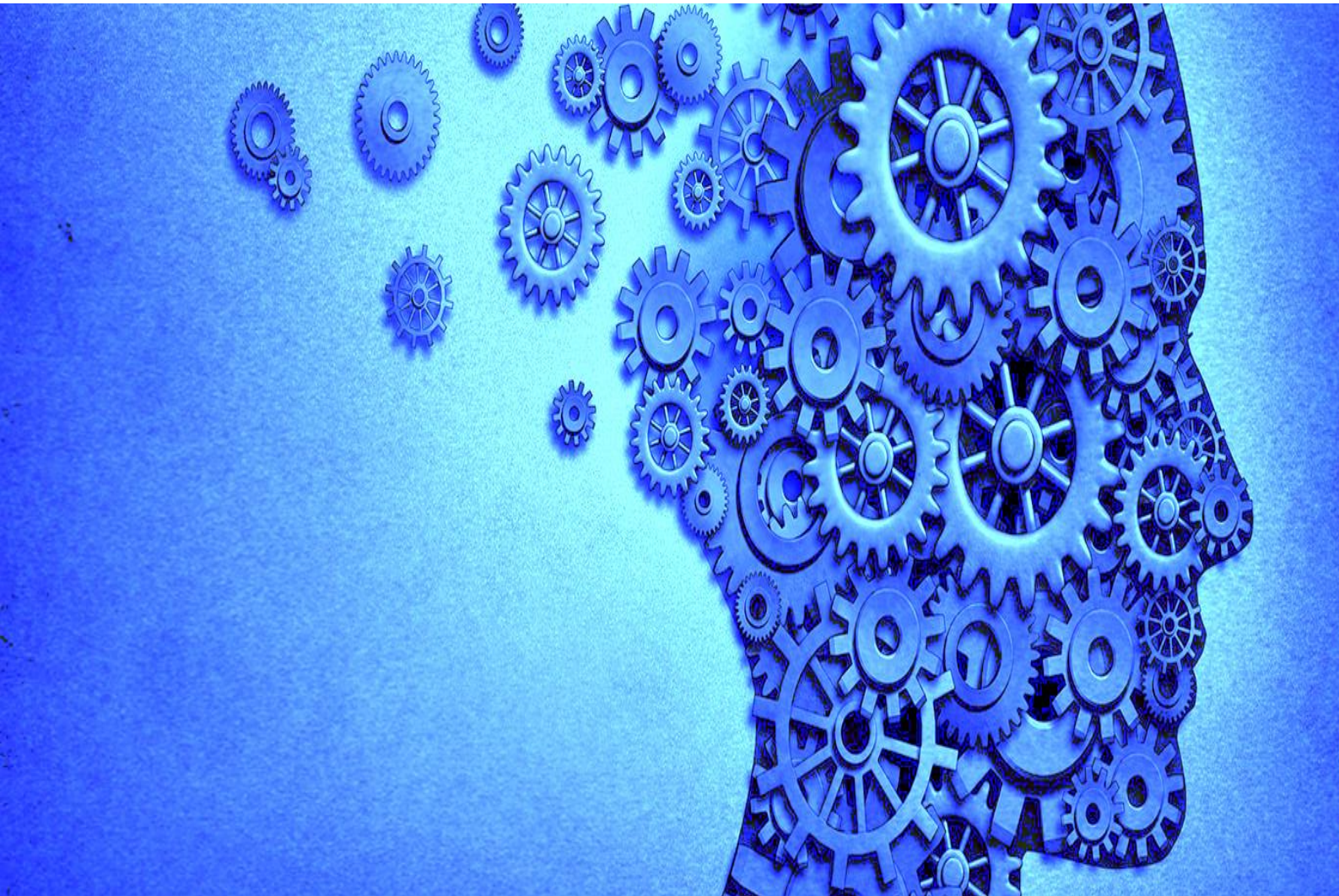




UNIVERSITY FOUNDATION PROGRAMME PSYCHOLOGY SPECIFICATION

PREPARING STUDENTS FOR UNIVERSITY SUCCESS

FOR TEACHING FROM 2021



August 2021

CATS UFP

CATS UFP is a Level 3 course, specifically designed to help international students move successfully from secondary education to a UK University.

The CATS UFP is delivered over 420 directed hours of teaching and learning, over 3 subjects, and utilises a rigorous style of study, within a pastorally supportive and culturally stimulating environment that enables students' learning to develop and progress successfully. Students are able to access a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world.

English for Academic purposes is an essential part of CATS UFP, and all students will take an English course that supports their learning and prepares them for university life, as well as having access to many extracurricular activities that further reinforce their use of English. Assessment design within each subject carefully focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS Colleges provide a stimulating intellectual and diverse environment with small classes; thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who have excellent subject knowledge and are expert in creating a positive learning environment for students from a wide range of backgrounds.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

INTRODUCTION

Why Choose Psychology UFP?

Relevant and engaging content:

CATS College has a long history and proven track record of providing high quality, successful Psychology UFP qualifications that we have continued to improve through teacher and student feedback, operational experience and by working closely with universities and the wider academic community. By taking a holistic approach to the subject, we demonstrate the interrelated nature of psychology using psychological models, studies and theories to support analysis of contemporary psychological issues and situations to provide a dynamic specification. Our content is designed to engage students through topics and issues that are relevant in today's society.

Key Academic skills:

Students will develop key skills that are required for success in the academic world such as effective research and written communication skills. In addition, students studying Psychology UFP will also develop both qualitative and quantitative skills that are required for further studies in the Sciences.

Real life skills:

Students will also develop an understanding of psychological concepts and theories, which they will then be able to apply to real life examples. They will also develop the knowledge and skills needed to analyse, evaluate contemporary psychological issues, and draw appropriate conclusions from them

Assessment success:

Psychology UFP involves a blended learning approach to assessing students that enables them to access content and demonstrate a wide range of skills and abilities. There are three methods of assessment-coursework, controlled assessment and examination papers.

Coursework one.

- Our coursework involves research, extended essays and presentations of research findings. Students are required to gather, retrieve and summarise data from a range of sources and demonstrate an ability to merge them into a meaningful piece of information. The coursework topics are contemporary and engaging to support students in developing key skills required for future University studies.

Controlled assessment.

- The controlled assessment allows students to develop their ability to prepare effectively for a timed environment. Students are given questions and material to prepare from prior to the assessment period. This gives students the opportunity to show their ability to prepare the appropriate level and quantity of research for the length of assessment piece as well as show the ability to effectively analyse and evaluate the research selected.

Examination.

- Our examination papers use a variety of assessment styles including multiple choice, quantitative, data response, essay type questions so that students feel more confident, and engage with the questions. Real life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills developed throughout the course.

AIMS OF THE COURSE

The UFP course also follows UK government recommendations to encourage students to:

- Develop an enthusiasm for studying Psychology and the Sciences.
- Develop an understanding of psychological concepts and theories and apply these to real life examples.
- Improve accuracy, orderliness and the ability to think logically and develop clear lines of causation to explain psychological issues.
- Select, interpret and use appropriate data from different sources.
- Analyse and evaluate the strengths and weaknesses of different approaches to understanding human behaviour.
- Develop a critical approach to psychological and methods of enquiry.
- Evaluate and make judgements related to different psychological situations based on the knowledge learned and case studies read..

KEY SKILLS

Students taking this course will be encouraged to develop into independent learners with the ability to think critically, understanding the key importance of research and presentational skills. The course covers these key skills in the following ways:

Reasoning and critical thinking:

- Use problem-solving skills to interpret and consider situations where more than one approach is possible.
- Select, organise, and communicate relevant information in variety of forms.
- Use mathematical techniques in a multitude of situations applicable to the real world.
- Use the knowledge learnt and case studies read to make judgements on different psychological situations.

Independent Learning:

- Organise own learning through management of time and material.
- Work on own initiative to prioritise tasks.
- Work independently to support understanding of material.
- Carry out self-directed learning tasks.

Research Skills:

- Research an area of interest and find data suitable to analyse, statistically if necessary.
- Ensure all research is referenced and not plagiarised
- Use ICT to develop information literacy skills, to communicate and collaborate with others.

Presentational Skills:

- Systematic documentation of finding and analysis.
- Use of word processing and other forms for ICT for communication.
- Organise information clearly and coherently, using specialist vocabulary when appropriate.



ASSUMED PRIOR KNOWLEDGE

The UFP Psychology course is built on the assumption that students do not have prior knowledge in the study of Psychology. However, students will need to have competence in the certain quantitative skills to be able to:

- calculate, use and understand ratios and fractions
- calculate, use and understand percentages and percentage changes
- construct and interpret a range of standard graphical forms
- Use formulae to analyse data obtained from psychological investigations.
- interpret, apply and analyse information in written, graphical and numerical forms

Any prior learning in Psychology or the Sciences would be very beneficial in enabling students to be able to grasp concepts quickly and in depth. For example, for those that have joined the UFP route from an international system which uses the IB or IGCSE syllabi, they may have taken Science or Sociology at a Key Stage 4 level which may cover topics such as theory and methods, the structure of the nervous system, experimental skills, data handling techniques and socialisation.

The table below shows prior learning in Psychology in a selection of national systems.

China	<ul style="list-style-type: none"> • No equivalent subject in national high schools
Malaysia	<ul style="list-style-type: none"> • No equivalent subject in national high school
UAE	<ul style="list-style-type: none"> • History, Geography, Economics, and Social Studies has been combined into 1 subject since 2016. Students study Psychology on the UAE Social Studies Programme when they are in grade 12. Topics that are relevant to the UFP Psychology specification include: • The growth and development of psychology and its relationships to other disciplines. • Learning theories and their role in behaviour modification. Students also develop the following relevant skills: • Competence in collecting and evaluating sources and in using evidence that supports his/her opinions and positions. • The ability to use technology and other sources to collect data and information on different topics • The ability to cooperate with others to know more about the content and concepts related to main topics. • The ability to prepare explanations and opinions for discussion, reach conclusions and critique them. • About 40% of pupils attend private schools which are internationally accredited, using international syllabi including iGCSEs which contain some reference to psychological topics, such as theory and methods.
Russia	<ul style="list-style-type: none"> • At Year 10 and 11, the subject of "Social Sciences" may also include psychology, alongside Foreign Languages, Russian History, World History, Economic and Social Geography, Law, and Political Science.
Kazakhstan	<ul style="list-style-type: none"> • No equivalent subject in national high schools
Nigeria	<ul style="list-style-type: none"> • In Social Studies, the topics related to Psychology include: • Self-identity. • Socialisation and our social environment. • Education and Social Change

South Africa	<ul style="list-style-type: none"> • No equivalent subject in national high schools.
Brazil	<ul style="list-style-type: none"> • No equivalent subject in national high schools.
Mexico	<ul style="list-style-type: none"> • No equivalent subject in national high schools.

SUBJECT CONTENT

Topics

Examinable Content:

The topics stated in the table below will be assessed through the final examinations.

Module 1 Topics in Psychology	<ul style="list-style-type: none"> • Social Psychology: Understanding how attitudes, group identity and stereotypes can lead to prejudice and discrimination and applying this knowledge to reducing prejudice. • Cognitive Psychology: Understanding how memory works and exploring the factors that lead to the reconstruction of memory. • Developmental Psychology: Examining how our thinking, moral understanding and personalities develop through childhood.
Module 2 Approaches and Research in Psychology	<ul style="list-style-type: none"> • Approaches to Psychology: Exploring the History of Psychology and how this has influenced the contemporary study of psychology and examining the usefulness of the key psychological approaches to understanding human behaviour. • Psychopathology: Understanding how psychologists diagnose mental disorders, exploring the factors influencing the diagnosis of mental disorders. Examining the theories and treatments of one mental disorder. • Research Methods: Understanding how to plan, conduct and analyse the results of psychological investigations using scientific methods.

Recommended Directed Learning Hours

MODULE 1	TOPICS IN PSYCHOLOGY
<p>1.1 Social Psychology (20 Hours)</p> <ul style="list-style-type: none"> The affective, cognitive and behavioural aspects of prejudice and discrimination. <ul style="list-style-type: none"> Personality theories of prejudice: Authoritarian personality theory and Social dominance theory. Environmental theories of prejudice: Realistic group conflict theory and Social identity theory. Research into strategies for reducing prejudice and discrimination: The contact hypothesis, equal status contact, common goals, decategorisation, recategorisation, education and the jigsaw technique. 	<p>Additional Guidance</p> <p>Students will be required to have an appreciation of why Psychology can be considered a social science and the ceteris paribus assumption behind most models and theories.</p> <p>The key terms to be introduced in this topic are affective, attitudes, authoritarian personality, bias, category, cognition, conflict, discrimination, in-group, jigsaw technique, out-group, prejudice, discrimination, minimal group paradigm, self-esteem, social identity, status, stereotypes.</p> <p>Students should also know the procedure, findings, conclusions, criticisms and strengths (APFCCs) of the following key studies:</p> <p>Aronson and Osherow (1980)-Elliott's blue eyes-brown eyes experiment, Sheriff et al (1961)-The Robber's cave experiment, Tajfel (1979)-minimal group paradigm.</p>
<p>1.2 Cognitive Psychology (20 Hours)</p> <ul style="list-style-type: none"> The nature of memory, including the different types of long-term memory. <ul style="list-style-type: none"> The multi-store model of memory, including evaluation of the model. The levels of processing model, including evaluation of the model. Interference and Cue-dependent theories of forgetting, including evaluation of the theories. Research into the role of culture, gender and schemata on reconstructive memory, including evaluation. 	<p>Students will be required to know the different types of memory (including long-term memory types) and models of how memory works. They should also understand how these models are related to theories of why we forget and how different factors, such as culture and schemata, can distort our memory of real- life situations.</p> <p>The key terms to be introduced in this topic are sensory memory, short-term memory, long-term memory, declarative memory, procedural memory, semantic memory, episodic memory, imagery memory, implicit memory, explicit memory, schema, capacity, duration, encoding, echoic, iconic, acoustic, semantic, digit span, primary-recency effect, interference, retrieval failure, decay, displacement, diversion of attention, levels of processing, cue.</p> <p>Students should also know the procedure, findings, conclusions, criticisms and strengths of the following key studies:</p> <p>Miller (1956), Peterson and Peterson (1959), Bahrick et al (1975), Glanzer and Cunitz (1966), Craik and Tulving (1975), Bartlett (1932), Allport and Postman (1957).</p>
<p>1.3 Developmental Psychology (20 Hours)</p>	

- Stage theories of cognitive development: Piaget's theory and Vygotsky's theory, including evaluation of these.
 Stage theories of the development of moral understanding: Piaget and Kohlberg, including evaluation of these.
 Theories of personality development: Freud's tripartite theory of personality development and Social Learning theory of personality development, including evaluation of these.

Students will be required to know the childhood stages of cognitive development, moral development and personality development.

The key terms to be introduced in this topic are assimilation, accommodation, equilibrium, sensimotor, pre- operational, concrete operational, formal operational, object permanence, conservation, egocentric, hypothetical thought, scaffolding, zone of proximal development.

When covering this topic, students should also know the aims, procedure, findings, conclusions, criticisms and strengths (APFCCs) of the following key studies:

Smith and Cowie (1988)-Piaget's Swiss mountain test, McNaughton and Leyland (1990)-The ZPD and jigsaw puzzles, Freud (1909)-Little Hans, Bandura and Ross (1961)-The Bobo doll study.

MODULE 2

APPROACHES AND RESEARCH IN PSYCHOLOGY

2.1 Approaches to Psychology (20 Hours)

- The origins of Psychology
- Approaches in Psychology, including the biological approach, the cognitive approach and the learning approaches (Behaviourism and Social Learning Theory); evaluation of each approach.
- Comparison of the approaches: similarities and differences.

Students will be required to know the history of psychology and how it is related to biology, physics and philosophy. Students will also be required to describe the key assumptions and methodology of the biological, cognitive and the learning approaches.

Students will also be able to understand the similarities and differences between these approaches.

The key words to be introduced in this topic are introspection, the nature-nurture debate, stimulus, response, conditioning, reinforcement, role model, modelling, mediational factors, cognitive, information processing, schema, inference, cognitive bias, computer analogy, reductionism, determinism, genotype, phenotype, evolution, adaptation, adoption study, DZ twins, MZ twins, family study, twins study.

NB. For the controlled assessment, students should also know the aims, procedure, findings, conclusions, criticisms and strengths (APFCCs) of ONE of the following key studies:

Bandura and Ross (1961), Bandura (1963), Thorndike (1911), Pavlov (1927), Shallice and Warrington (1970), Scoville and

	Milner (1957), Holland's (1984) 'Twin and triplet study', Tiernay et al's (1985) Finnish adoption study.
<p>2.2 Psychopathology (20 Hours)</p> <ul style="list-style-type: none"> Mental classification systems used to identify and distinguish between different mental disorders. <ul style="list-style-type: none"> Research into the factors affecting the reliability and validity of the diagnosis of mental disorders: culture; gender; class, including Rosenhan's (1973) study and evaluation of this. Clinical characteristics of ONE of the following mental disorders: phobias; depression; obsessive-compulsive disorder (OCD); schizophrenia. ONE biological and ONE psychological approach to explaining and treating ONE of the following mental disorders: phobias; depression; obsessive-compulsive disorder (OCD); schizophrenia, including evaluation. 	<p>Teachers may use their professional judgement to choose which mental disorder is most appropriate for each class. You may wish to introduce this topic by reviewing the students' knowledge of the biological, cognitive and the learning approaches as these are the basis for the theories and treatments that students need to know for this topic and their third coursework (presentation) assignment.</p> <p>The key terms to be introduced are reliability, validity, DSM 5, ICD 10, mental classification system, culture, gender, class, aetiology, symptom and any other terms related to the chosen mental disorder, such as delusion if depression or schizophrenia is the chosen disorder.</p> <p>There is only one key study for this topic . Students should know the procedure, findings, criticisms and strengths of this study: Rosenhan (1973)-On being sane in insane places.</p>
<p>2.3 Research Methods (20 Hours)</p> <ul style="list-style-type: none"> Types of research method, including experiments (laboratory, field and natural experiments), observations (laboratory and naturalistic), questionnaires, interviews, case studies, correlational analysis and content analysis; evaluation of each method. <ul style="list-style-type: none"> Aims and hypotheses, including directional, non-directional and null hypotheses; reasons for choosing each type. Operationalisation of variables, including independent and dependent variables. Experimental design (independent groups, repeated measures and matched pairs); evaluation of these. Design of naturalistic observations, including the development and use of behavioural categories and different sampling methods (point, event and time sampling observation techniques). Design of questionnaires and interviews, including closed vs open questions. Control of extraneous variables, including participant variables, situational variables and participant effects (e.g. Hawthorne effect; researcher bias). 	<p>Students will be required to know how psychologists carry out psychological investigations. Students are also required to explain which methods are best for which topics and justify their choices.</p> <p>For the controlled assessment, students will be required to use the mean, mode, median and range to analyse psychological data. They should also be familiar with the formula for the standard deviation and understand what a deviation score means but they do not have to calculate data with it in the exam. Students should be able to understand, draw and label data tables and different types of graph correctly.</p> <p>When covering this topic, students do not need to draw or interpret pie charts as these are rarely used in psychology except as part of the stratified sampling method.</p> <p>Students will be required to know how psychologists carry out psychological investigations. Students are also required to explain which methods are best for which topics and justify their choices.</p> <p>For the controlled assessment, students will be required to use the mean, mode, median and range to analyse psychological data. They should also be familiar with the formula for the standard deviation and understand what a deviation score means but they do not have to calculate data with it in the exam. Students should be able to be able to</p>

Different types of reliability and validity, including ways of assessing and improving them (e.g. use of a pilot study to check internal validity).

Selection of participants and sampling techniques, including, opportunity and volunteer sampling and random sampling techniques (systematic sampling, stratified sampling and other methods, such as random name generators); evaluation of these.

Ethical issues, including the British Psychological Society Code of Ethics; ways of dealing with them.

Types of data (primary, secondary, quantitative; Nominal, ordinal and interval) Levels of quantitative data including nominal, ordinal and interval level data.

Measures of central tendency and dispersion, including the mean, median, mode, range and standard deviation; calculation and evaluation of these.

Analysis and interpretation of correlational data. Positive and negative correlations and the interpretation of correlation coefficients

Types of graph, including bar charts, histograms and scatter grams; evaluation of each; drawing and interpretation of these.

understand, draw and label data tables and different types of graph correctly.

When covering this topic, students do not need to draw or interpret pie charts as these are rarely used in psychology except as part of the stratified sampling method.

NB. The remaining guided learning hours will be used for coursework 1 and 2 preparation.

TOTAL 140 HOURS

ASSESSMENT OVERVIEW

Assessment Objectives

Assessment objectives (AOs) are set by OFQUAL (March 2017) and are the same across all Level 3 Psychology specifications and all exam boards. The Psychology UFP will also place a stronger emphasis on Psychology in an international context compared to other Level 3 qualifications through AO4.

	Objective	Weighting
A01	Demonstrate knowledge and understanding of psychological ideas, processes, techniques and procedures.	30-35%
A02	Apply knowledge and understanding of psychological ideas, processes, techniques and procedures in a theoretical context, practical context and when different types of handling data.	25-30%
A03	Analyse, interpret and evaluate psychological information, ideas and evidence about psychological issues, in order to make judgements and reach conclusions and develop and refine practical design and procedures.	30-35%
A04	Communicate (verbal and written) explanations and evaluations in a clear and structured manner, making use of a range of relevant evidence, appropriate vocabulary and references. Proper academic conventions are used where appropriate.	10-15%

ASSESSMENT OBJECTIVES	Coursework 1 Literature Review	Coursework 2 Presentation	Extended Essay	Controlled Assessment	Overall Weighting
COURSE WEIGHTING	15%	15%	30%	40%	
A01	20-30%	5-15%	45-55%	20-30%	30-35%
A02	25-35%	35-45%	25-35%	25-35%	25-30%
A03	25-35%	40-50%	25-35%	30-35%	30-35%
A04	20-30%	20-30%	20-30%	20-30%	10-15%

The controlled assessment (Paper 2) will be the synoptic paper where students will be required to differentiate and complement the knowledge from both modules to be able to answer the questions effectively. Students will also be expected to relate their answers to wider issues and debates when completing their coursework assignments.

ASSESSMENT STRUCTURE

Students will be assessed via:

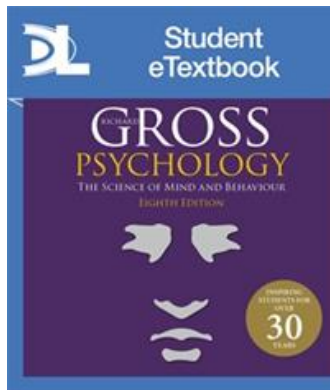
- 60% coursework (Coursework 1, Coursework 2, Coursework 3)
- 40% examination (Controlled Assessment)

ASSESSMENT COMPONENTS

Coursework 1 Literature Review	15%	<ul style="list-style-type: none">• Mini presentation of individual analysis of an academic article a choice of 6 related to the module 1 topics• 10 minutes• 8 marks (5%)• Written review of an academic article from a choice of 6 related to the module 1 topics• 750 words• 16 marks (10%)• 24 marks in total
Coursework 2 Presentation	15%	<ul style="list-style-type: none">• Individually assessed presentation in a group.• Each group of students chooses a mental disorder to present from depression; obsessive-compulsive disorder (OCD); phobias or schizophrenia.• The presentation must include the symptoms, 2 theories and 2 treatments for the chosen disorder, as well as evaluation of these.• Value: 10%• Each student must also submit a 1-2 A4 page reflection paper afterwards• Value: 5%

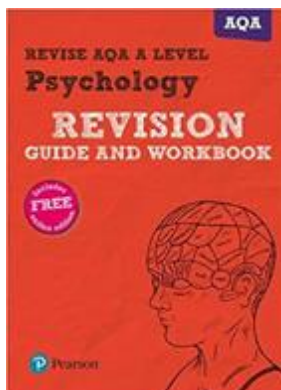
<p>Coursework 3 Extended Essay</p>	<p>30%</p>	<ul style="list-style-type: none"> • Written planning form explaining which question has been chosen and why, correct justification of essay content, and how well it has been planned and structured, including choice of arguments • 12 marks (10%) • One essay in answer to a question on aggression or relationships (1,500 words) • 24 marks (20%)
<p>Controlled Assessment</p>	<p>40%</p>	<ul style="list-style-type: none"> • A task to be completed in one week (NB. 2 weeks for FT UFP). • Contains a set of extended writing and research methods-based questions on approaches in psychology. Students choose which set of questions to answer from 4 options.

SUGGESTED READING



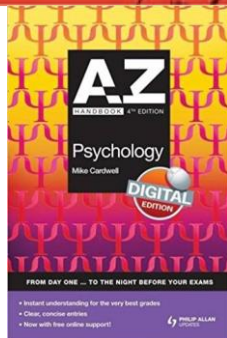
Essential:

- Psychology The Science of Mind and Behaviour. Student eTextbook.
- GROSS, R
- Hodder Education, 8th edition
- Available for £10 1 year access from:
[https://www.hoddereducation.co.uk/subjects/psychology/products/16-18/psychology-the-science-of-mind-and-behaviour-8-\(1\)](https://www.hoddereducation.co.uk/subjects/psychology/products/16-18/psychology-the-science-of-mind-and-behaviour-8-(1))

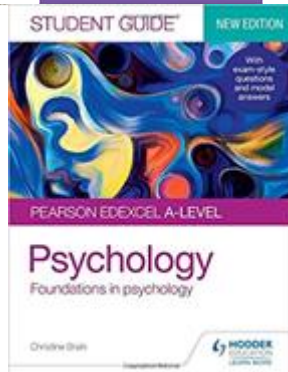


Optional:

- Revise AQA A Level Psychology Revision Guide and workbook
- MIDDLETON, HARTY, CAVE & WHITE
- Pearson Education



A-Z Psychology handbook, Fourth Edition (Cardwell)
Philip Allan, 4th edition



- Pearson Edexcel A-Level Psychology Student Guide 1: Foundations in Psychology
- BRAIN, C
- Hodder Education, new edition

CONTACT US

UFP Chief Examiner Humanities

kvackova@catscanterbury.com

Director of CATS UFP

Mob: +44 7891 674841

jhawkins@catsglobalschools.com

