Programme Specification: Foundation Year in Psychology

https://www.bradford.ac.uk/courses/ug/foundation-in-psychology/

Academic Entry Year:	2026/2027	
Qualification Awarding Body:	The University of Bradford	
Main Location:	City Campus	
Qualification Frameworks:	Regulated Qualifications Framework (RQF: Ofqual 2015); Common European Framework of Reference for Languages (CEFR: Council of Europe 2020)	
Target certificate award:	Foundation Certificate (FDC)	[RQF Level 3]
Intermediate/exit award:	Certificate of Continuing Education	[RQF Level 3]
Programme Admissions:	UK and home students	
Programme Start Date(s):	September	
Programme Modes of Study:	Ucas code Y011: 1 year full-time	

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. View our Student Contract for further details. Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. If there have been any updates since first publication these are listed below.

Recent changes

1. Jun 26: New Programme
2. Oct 26: Reformatted for publication and amended progression routes

Programme Aims

The Psychology Foundation Year is a foundation programme designed to prepare students for successful progression to undergraduate study in psychology. It is intended for students for students who seek to gain the entry requirements for a psychology degree or who would benefit from additional academic preparation.

Copyright © 2026 the University of Bradford.

The programme explores key psychological concepts and approaches, while developing the academic confidence and skills required for university level study. Students study four modules over the year. Two modules focus on Social Sciences and Psychology, and an applied project module allows students to choose their own Psychology related topic.

The Academic Literacy and Digital Competence module supports students to develop effective academic writing, reading and research skills, critical use of AI and digital technologies, and confidence as independent learners.

The programme provides a supportive route into higher education at the University of Bradford, equipping students with the foundational knowledge, academic skills, self-awareness and future focused skills required for successful progression to Level 4 psychology study.

Normally students will progress directly to degree study after completing this programme. If students leave the University of Bradford, the exit award for successfully completing the foundation year is worth 120 credits according to the Regulated Qualifications Framework (RQF) Level 3.

Programme Learning Outcomes

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

Subject knowledge and skills

1. Demonstrate knowledge and understanding of key concepts and theories within psychology and the Social Sciences, and their application to contemporary issues.

2. Demonstrate awareness of diverse academic, professional and career pathways related to Psychology and the Social Sciences.

Practical and transferable skills

3. Apply core academic and fundamental research skills including the ability to undertake structured enquiry, locate and evaluate appropriate information sources, showing awareness of ethical issues in research and practice.

4. Communicate ideas clearly in a range of formats, using relevant digital tools effectively.

Professional behaviours and qualities

5. Recognise and reflect on professional and personal responsibilities in Social Science contexts, diversity and inclusion, safe and responsible conduct, personal strengths and areas for development.

Student journey

The Foundation Year is designed to support students as they transition into higher education by building confidence, academic skills, and subject understanding in a structured and supportive

Copyright © 2026 the University of Bradford.

way. The programme aligns with the Bradford curriculum, a framework that promotes the value of inclusive, future focused and research informed learning.

At the start of the programme, students develop essential academic literacy, gaining understanding of academic integrity and develop digital competence. They will focus on core skills such as academic reading and writing, effective use of digital tools, research skills, time management and reflective learning. This module underpins all other study on the programme and prepares students for the assessment types they will encounter, providing scaffolding support for written reports, presentations, and portfolios.

Alongside this, students complete an introductory psychology module, which introduces key psychological concepts, theories, and areas of practice. Through lectures, guided activities, and applied case studies, students explore how psychology explains human behaviour across areas such as cognitive, developmental, social, clinical, and forensic psychology. Teaching is interactive and uses active learning techniques to support students to build, supporting students to build subject knowledge, develop confidence in discussion, and begin applying theory to real-world contexts.

Students also undertake a project module, which brings together skills and knowledge developed across the year. The project encourages students to explore an area of psychology that interests them, supporting independence, research planning, and problem-solving while remaining appropriate to Level 3 expectations. This module helps students to learn and apply valuable project planning and management skills, with guidance, guidance, preparing them for future undergraduate projects.

Assessment across the programme involves choice and novelty, supporting all students to progress confidently into level 4 study. Assignments include portfolios, presentations and multimedia work, as well as academic writing. Formative assessment is built into the programme, providing opportunities for feedback, feedforward, discussion and reflection, so that students may identify areas for development and recognise their strengths.

The programme provides a broad introduction to psychology and related disciplines, preparing studentsfor progression onto a psychology degree, where they will study topics such as behaviour, cognition, development and research methods in greater depth. By the end of the Foundation Year, students are equipped with the foundational psychological knowledge, academic confidence, and study skills needed to progress successfully to Level 4 undergraduate study, with a clear understanding of expectations and their own learning journey.

Teaching and learning methods

Some foundation year modules bring together all students across the School of Law and the Social Sciences. Together, students will enhance their academic understanding of theory and practice in Psychology. Our priority is for students to gain the qualification they need to confidently progress, learning with Psychology lecturers, personal tutors, and our outstanding support services including the library, student skills and careers service.

Copyright © 2026 the University of Bradford.

The student experience is underpinned by the Bradford curriculum and mapped to the learning outcomes for the programme, which means our teaching considers students‘ whole learning journey, not only each module, so they can begin Level 4 with the academic and personal competencies required to complete their degree.

Each of the four modules in this foundation year concentrate on future focused learning, skills and contexts which prepare students for careers and next steps. We introduce students to Canvas, our digital learning environment, and digital literacy units which students will complete independently. In the first semester, tutors in the *Academic Literacy and Digital Competence* module will also guide students through the different assessments over the year, and they will scaffold student understanding of how to create a portfolio, presentation, infographic or report. Teaching in this module is adaptive and we personalise sessions according to student need.

Artificial Intelligence (AI) is acknowledged throughout our curriculum. Tutors will explain what AI is, when students can and can't use it (to protect core cognitive development), and there will be opportunities to explore the impact and ethics of AI in Psychology, careers and society through seminar discussion. See **Assessment methods and practices** for more information about AI.

Our teaching focuses on active, liberated learning, meaning that students will be encouraged to interact in activities, for instance through quizzes, collaborating online and face to face, rather than only listening in lectures. Students will also participate in more practical workshops and guided activities, with opportunities to book online or in person meetings with module teams.

Lecturers seek to support every student with their own different needs, so our teaching is inclusive, representative and takes different modalities, ensuring accessibility throughout. Our approach encourages the development of emotional as well as academic intelligence, students’ ability to communicate effectively, and how to respond to feedback in ways that support improvement over time. We facilitate this through formative feedback and feedforward, non-graded opportunities to identify strengths and areas for improvement, with tutors and sometimes peers.

Teaching on the Foundation Year also takes a research informed approach. The second semester module, *Psychology: Inside the Human Mind,* introduces case studies and cutting-edge research through lectures and guided activities, through which to explore psychological theories and real-world issues. Rather than simply learning theories, tutors will encourage students to challenge them. Students examine competing perspectives, question assumptions, and evaluate how psychological knowledge is used and sometimes misused in society, thus our teaching encourages analysis, criticality and connectivity, essential attributes for graduates.

The Project module, also in semester two, further encourages creativity and confidence as students build on knowledge and skills gained throughout the year. Students will be invited to choose a topic within Psychology that interests them, and to develop a planning proposal with a member of the staff team who has specialist knowledge of that area. Through lectures, seminars, group work and individual tutorials for personalised support and feedback, students will gain knowledge of project management techniques, problem-solving and the transferable skills essential for effective communication and careers.

Copyright © 2026 the University of Bradford.

Assessment methods and practices

Summative assessments are designed to reflect the **core academic and transferable skills required for study and practice within psychology**. These assessments provide students with structured opportunities to demonstrate that they have met the **learning outcomes of each module** at Level 3 and will support skills consolidation while preparing students for progression to Level 4 study.

Formative assessment opportunities are designed to prepare students to succeed in their summative assessments. On some occasions there will be formal processes and timelines for formative appraisal, discussion, feedback and feedforward; at other times tutors will use a range of questioning techniques and low stakes activities to check learning gain, progression and understanding.

Summative assessments across the year are authentic, theoretical or applied, including:

- Written assessments, such as a case study commentary which is structured to build engagement with applying theory to real life scenarios. One essay in Semester 2 is an opportunity for students to develop confidence and understanding of the purpose of long form academic exposition.
- A development portfolio that includes academic skills and a reflection on student progress
- Multimedia presentations, highlighting digital proficiency and communication skills.
- An infographic, emphasising the ability to explain and inform about a topic.

Where appropriate, assessments may also include creative or digital formats, such as posters, recorded presentations, aligned to social science themes.

To promote engagement and inclusivity, students are encouraged to choose topics for their assessments that reflect their interests within psychology, supporting motivation and personal needs. In some modules, students may be offered a choice of assessment mode (for example, presentation or written report), enabling them to demonstrate achievement of learning outcomes in a way that aligns with their strengths.

Incomplete submissions will be penalised within the assessment rubric.

The use of large language models (LLMs) and other generatively assisted intelligence tools (AI) in assessment is governed by the University's "traffic light" system. Each assessment brief will state which category applies, ranging from no permitted use, through to full permitted use. Students must read each brief carefully before beginning, as expectations may differ from one assessment to another.

Where any use of generative AI is permitted, students must acknowledge it in full using the University's **FAIR** model **(Find, Analyse, Inform, Reflect)**. Every submission which permits the use of such software must therefore include a completed AI Checklist (the FAIR declaration), submitted via the Canvas virtual learning environment submission portal. A submission will be

Copyright © 2026 the University of Bradford.

treated as incomplete (subject to penalties) without this declaration. Students remain responsible for factchecking and validating any permitted AI-generated content they rely on in a submission.

Any unpermitted or undeclared use of LLMs or gen AI tools will be treated in one of two ways:

- As poor academic practice, with penalties applied within the marking rubric; or
- As academic misconduct, as defined in Regulation 5 (Academic Misconduct Regulations), with penalties applied in line with standard University policies.

Placement and study abroad options

Foundation year courses and stages are not eligible for opportunities to study in work or in another country.

University of Bradford undergraduate programmes in Psychology provide an integrated or elective placement or study abroad opportunity as a module or an additional year of the programme after Stage 2. Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating. Equally, study abroad opportunities can be very valuable in giving students experience of academic and/or industrial contexts in other countries.

To find out about international and work opportunities during the follow-on degree programme, further information about **internships and placements** and **study abroad opportunities** is published on the University's website.

Programme structure

This Psychology Foundation Year course of study is a one year long (full time) which provides the foundation for students to continue onto Stage 1 of the BSc Psychology programme at the University of Bradford.

- We organise this academic year across 1200 hours, where each 300 hours represents one 'module' unit of the programme. One academic 'credit' is attached to 10 hours of study. So, each module on the foundation year programme has 30 credits rated on the UK Regulated Qualifications Framework (RQF) at level 3.
- Study is alongside students from various degree programmes and foundation year courses, with opportunities to support each other's development and success. The foundation year also offers chances to get involved in the Faculty community and to talk with students in a chosen degree programme to learn more about future studies and better prepare students for university life.

All modules are core for this foundation year, which means all students take these modules together.

Copyright © 2026 the University of Bradford.

Table 1: Psychology Foundation Year Core Modules (RQF Level 3)

Module Code	Module Title	Credit	Period
SAC3021-C	Core Concepts in the Social Sciences	30	Semester 1
SAC3022-C	Academic Literacy and Digital Competence	30	Semester 1
PSY3000-C	Psychology: Inside the Human Mind	30	Semester 2
SAC3024-C	Applied Project	30	Semester 2

Assessment, continuation and award regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website (**Regulation 2**).

Admissions requirements

We are proud to be **one of the most inclusive universities in the UK**. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

We are committed to raising aspirations and widening access to higher education, regardless of background. The **University of Bradford Progression Scheme** welcomes applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the **request support form**.

English, Maths and Science requirements

As the programme is taught in English, all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language. Alternative RQF Level 2 qualifications such as Functional Skills are also acceptable. Interested and potential applicants can **complete an enquiry form** to check with our Admissions team about their qualifications.

For UK and home status students whose first language is not English, a score of 6.5 is required in the International English Language Testing System (IELTS), applicants should have at least 6.0 in each sub-test. If applicants do not meet the IELTS requirement, there is an option to take a **University of Bradford pre-sessional English course**.

Copyright © 2026 the University of Bradford.

The Foundation Year course is not designed for international students whose first language is not English. Please consider instead taking a pathway with our **International College** from one term to a year before starting a University of Bradford degree.

There are no GCSE Maths or GCSE Science requirements for the Foundation Year in Psychology, but some onward degree programmes will require having GCSE and/or another Level 2 qualification in these areas. which course they are interested in progressing to find out the current requirements for these courses.

Academic requirements

Applicants applying to the Psychology Foundation Year through Ucas typically have 72 Ucas points from any combination of qualifications.

- From A Levels, this is equivalent to DDD.
- From T Levels, this is a pass (D).
- From BTEC Extended Diploma, this is MMP.

If applicants studied high school or college overseas, examples of other equivalent international qualifications are provided on the **University of Bradford page for a country or region**.

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. Adult applicants returning to study (aged 21 and over at application) will be eligible for admission to the Foundation Year with level 2 qualifications (GCSE or equivalents). They will also need to provide a written statement and will be interviewed as part of the process. For any queries about applying this way please contact the Admissions Team by email at **admissions@bradford.ac.uk** or phoning **01274 236088**.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: **https://www.bradford.ac.uk/courses/ug/foundation-in-psychology/**

Copyright © 2026 the University of Bradford.