Education, Health & Lifelong Learning

BA (Hons) Psychology

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	19 January 2022 December 2023 *Amended to align with academic integrity guidelines* Amended September 2025
2	**Next Scheduled Review Date: [Month/Year]**	July 2028
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2023
4	**Version Number**	v1.2

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title	
BA (Hons) Psychology		
1a	**Programme Code**	
BAPSY01F22		
2	Brief Summary (for Marketing Purposes)	

The BA (Hons) Psychology offers eligibility for the *Graduate Basis for Chartership* with The British Psychological Society (BPS). Students will be immersed within a contemporary curriculum based on innovative research, as well engage with applications of psychology in community settings. Teaching and learning on the programme are research-led and informed, enabling students to develop transferrable skills in data management and analysis using a wide range of both quantitative and qualitative methods. Furthermore, the degree programme both integrates the skills for progression into postgraduate training routes in psychology and enhances employability in caring professions. Students work with a research-active, expert psychology team and are introduced to the relevance and practical applications of psychological knowledge through placement and research opportunities. The programme adopts a broad, integrative approach to psychological inquiry, with an emphasis on embedding knowledge of the major professional divisions within the BPS and gaining practical insight into professional practice from visiting practitioners. Students will engage in a diverse range of assessments to demonstrate their learning.

3	Awarding institution	Bishop Grosseteste University
3a	Programme Length	Three years
3b	Mode(s) of Study	Full-time
4	Home Academic Programme Portfolio	Education & Lifelong Learning

5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100493 (CAH04-01-02)	**ITT** N/A	**UCAS code** C214
6	**Framework for HE Qualifications position of final award(s)**	Undergraduate (Level 6)		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	Academic Regulations Governing Taught Qualifications		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A		

Awards

10	**Final Award title(s)**	BA (Hons) Psychology
10a	**Exit or Fall back Award title(s)**	BA Psychology Diploma of Higher Education in Psychology Certificate of Higher Education in Psychology
10b	**Pathway**	
11	**(i) Combined Honours Awards available eg:** • **BSc/BA (Hons) XX** • **BSc/BA (Hons) XX and YY**	BA (Hons) Psychology and Early Childhood Studies BA (Hons) Psychology and Education Studies BA (Hons) Psychology and English BA (Hons) Psychology and SENDI BA (Hons) Psychology and Sociology BA (Hons) Psychology and Sport

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name N/A	Type of Collaborative Partnership
13	**Articulation Arrangements with Partners**	Partner Name N/A	Details of Arrangements

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology (2019).
15	**Date and outcome of last PSRB approval/accreditation**	2015 Approved
16	**Expiry Date of PSRB approval**	2019/20

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

The programme outcomes of the BA (Hons) in Psychology are aligned with the QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2018) and QAA Subject Benchmark for Psychology (QAA, 2019).

18	Programme Aim

The aims of the BA (Hons) Psychology are to:

- prepare students for further postgraduate study required to pursue careers as academic or practitioner psychologists (via their BPS eligibility status) and also leave equipped with theory, knowledge and skills that are highly relevant to other career pathways;

- provide students with a comprehensive and critical understanding of the scope of the discipline through active learning experiences that allow them to understand the ways that psychological theory and concepts are applied in practice;

- provide students with extensive research training that develops psychological research skills which, in turn, allow them to undertake their own research;

- allow students to follow programmes of study that enable them to study aspects of psychology in more detail and to develop expertise based on their interests;

- enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes:

On successful completion of **BA (Hons) Psychology**, students will be able to:

Knowledge and Understanding [KU]

KU1 Demonstrate a comprehensive, sophisticated and critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology, as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

KU2 Articulate the scope of psychology as a discipline from both an historical and a contemporary perspective, and to select appropriate sources to discuss issues at the forefront of the discipline.

KU3 Demonstrate a balanced, in-depth and critical understanding of the relationship between theory and method in the discipline of Psychology.

KU4 Apply psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

KU5 Demonstrate a comprehensive knowledge of the core skills and competencies which underpin psychological practice.

KU6 Critically engage with contemporary psychometric and diagnostic tools and approaches in Psychology and the links between theory and practice.

Subject Professional Skills [SPS]

SPS1 Formulate sophisticated and advanced arguments through critical learning and research in a range of psychological contexts.

SPS2 Evaluate critically and objectively the significance and validity of established evidence and, where appropriate, make clear their own theoretical orientation.

SPS3 Act with autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

SPS4 Demonstrate comprehensive and detailed awareness of personal responsibility and effectively apply appropriate ethical codes of conduct in psychology projects.

SPS5 Identify and deploy accurately established analytic techniques to empirical data, interpret outputs and present findings in an intelligible format.

Intellectual skills [IS]

IS1 Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position.

IS2 Abstract, synthesize and analyse secondary and primary sources.

IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Transferable Skills [TS]

TS1 Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning, and be able to work with minimum guidance.

TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

TS3 Confidently and correctly use a range of software applications both discipline-based and generic IT packages.

TS4 Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5 Articulate and reflect on their own learning and skills development in order to construct effective and evidence based applications for employment or further study.

20	Stage Learning Outcomes

On successful completion of **Level 4 on the BA (Hons) Psychology programme,** students will be able to:

Knowledge and Understanding [KUa]

KU1a Demonstrate an initial knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

KU2a Describe the scope of psychology as a discipline from an historical and a contemporary perspective, and with guidance select appropriate sources to discuss issues at the forefront of the discipline.

KU3a Demonstrate an understanding of key theories and methods in the discipline of Psychology.

KU4a Begin to demonstrate psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

KU5a Demonstrate a foundational knowledge of the core skills and competencies which underpin psychological practice.

KU6a Begin to engage with contemporary psychometric and diagnostic tools and approaches in Psychology.

Subject Professional Skills [SPSa]

SPS1a Formulate arguments through guided reading and research in a range of psychological contexts.

SPS2a Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

SPS3a Undertake psychological research, and evaluate primary and secondary evidence with guidance and direction.

SPS4a Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in psychology projects.

SPS5a Demonstrate an introductory knowledge of established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format according to guidance.

Intellectual skills [ISa]

IS1a Begin to develop sound arguments on specialist subject matter adopting an evidence-based position.

IS2a Articulate an understanding of the difference between secondary and primary sources.

Programme Specification

IS3a With guidance, begin to apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Transferable Skills [TSa]

TS1a Articulate the importance of effective time and resource management in relation to their own learning, be able to reflect upon their own learning and be able to work with guidance.

TS2a Demonstrate a range of oral, written and presentation skills for a specialist audience.

TS3a Correctly use a range of software applications, selecting both discipline-based and generic IT packages with guidance.

TS4a Plan and manage their own time in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5a Audit their own learning and skills development with guidance, and identify areas for further development.

On successful completion of **Level 5 on the BA (Hons) Psychology programme,** students will be able to:

Knowledge and Understanding [KUb]

KU1b Demonstrate a critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

KU2b Articulate the breadth of particular disciplines in psychology from both an historical and a contemporary perspective, and select appropriate sources to discuss issues at the forefront of the discipline.

KU3b Demonstrate a critical understanding of the relationship between theory and method in the discipline of Psychology.

KU4b Apply psychological knowledge with guidance and recognise the major intra-disciplinary boundaries and divisions.

KU5b Demonstrate knowledge of the core skills and competencies which underpin psychological practice.

KU6b Critically evaluate contemporary psychometric and diagnostic tools and approaches in Psychology

Subject Professional Skills [SPSb]

SPS1b Formulate sophisticated arguments through critical learning and research in a range of psychological contexts.

SPS2b Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

SPS3b Act with some autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

SPS4b Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct in psychology projects.

SPS5b Identify and deploy accurately established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format with limited guidance.

Intellectual skills [ISb]

IS1b Articulate arguments on specialist and complex subject matter adopting and defending an evidence-based position.

IS2b Abstract and analyse secondary and primary sources.

IS3b Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature with limited guidance.

Transferable Skills [TSb]

TS1b Demonstrate time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with limited guidance.

TS2b Demonstrate a wide range of oral, written and presentation skills for a number of specialist and non-specialist audiences.

TS3b Correctly use a range of software applications, selecting both discipline-based and generic IT packages with limited guidance.

TS4b Plan and manage their own time with some guidance in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5b Articulate their own learning and skills development in order to develop a reflective and evidence-based skills audit.

Students awarded the Certificate of Higher Education will be able to:
- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

Students awarded the Diploma of Higher Education will be able to:

- Demonstrate knowledge and critical understanding of the well-established principles of the area(s)of study, and of the way in which those principles have developed.

- Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

- Demonstrate knowledge of the main methods of enquiry in subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

- Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Programme Specification

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

UNDERGRADUATE

Level 4 - 120 credits

Level 4	Semester 1	PSY40522 Researching Psychology I 30 credits	PSY40622 Introduction to Psychology across the Lifespan 15 credits	PSY4112 Foundations of Clinical Psychology 15 credits	PSY40722 Psychology in the Arts and Communities 15 credits
	Semester 2		PSY40822 Conceptual and Historical Issues in Psychology (CHiP) 15credits	PSY40922 Psychology Group Project 15 credits	PSY41022 Introduction to Applied Psychology 15 credits

Level 5 – 120 credits

Level 5	Semester 1	PSY50822 Researching Psychology II 30 credits	PSY50722 Social Psychology 15 credits	PSY50922 Evolutionary Psychology 15 credits	PSY50322 Health Psychology in Action OR GA enhancement module 15 credits
	Semester 2		PSY50422 Personality and Individual Differences 15 credits	PSY50622 Psychology Placement 15 credits	PSY51022 Advanced Statistics OR GA enhancement module 15 credits

Level 6 – 120 credits

Level 6	Semester 1	PSY60622 Psychology Research Design and Project Preparation 15 credits	PSY607_1.1 Cognitive Psychology 15 credits	PSY60922 Advances in Clinical Psychology 15 credits	PSY602_1.1 Consciousness 15 credits
	Semester 2	PSY61022 Psychology dissertation 30 credits		PSY60822 BioPsychology 15 credits	PSY605_1.1 Psychology in Organisations 15 credits

21b	Module Structure

Level 4

Core Modules
- *Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year*

Code	Type	Module Title	Period (number)	No of credits
PSY40522	Mandatory	Researching Psychology I	4 (Full year)	30
PSY40622	Mandatory	Introduction to Psychology across the Lifespan	1 (Autumn)	15
PSY40722	Mandatory	Psychology in the Arts and Communities	1 (Autumn)	15
PSY40822	Mandatory	Conceptual and Historical Issues in Psychology (CHiP)	2 (Spring)	15
PSY40922	Mandatory	Psychology Group Project	2 (Spring)	15
PSY41022	Mandatory	Introduction to Applied Psychology	2 (Spring)	15
PSY41122	Mandatory	Foundations of Clinical Psychology	1 (Autumn)	15

Level 5

Code	Type	Module Title	Period (number)	No of credits
PSY50422	Mandatory	Personality and Individual Differences	2 (Spring)	15
PSY50722	Mandatory	Social Psychology	1 (Autumn)	15
PSY50822	Mandatory	Researching Psychology II	4 (Full year)	30
PSY50922	Mandatory	Evolutionary Psychology	1 (Autumn)	15
PSY50622	Mandatory	Psychology Placement	2 (Spring)	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
PSY50322	Optional	Health Psychology in Action	1 (Autumn)	15
PSY51022	Optional	Advanced Statistics	2 (Spring)	15

Level 6

Code	Type	Module Title	Period (number)	No of credits
PSY60622	Mandatory	Psychological Research Design and Project Preparation	1 (Autumn)	15
PSY607_1.1	Mandatory	Cognitive Psychology	1 (Autumn)	15
PSY60822	Mandatory	BioPsychology	2 (Spring)	15
PSY60922	Mandatory	Advances in Clinical Psychology	1 (Autumn)	15
PSY61022	Mandatory	Psychology Dissertation	2 (Spring)	30
Optional Modules				
Code	Type	Module Title	Period (number)	No of credits
PSY602_1.1	Optional	Consciousness	2 (Spring)	15
PSY60522	Optional	Psychology in Organisations	1 (Autumn)	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) Psychology will be completed in three years of full-time study in order to address the programme aims and learning outcomes.

The programme delivers the BPS core curriculum through at least 60 credits of core Psychology modules at each level of study. At Level 4, students are introduced to the history and development of Psychology as a discipline and contextualizes issues of cultural bias and ethnocentrism. Students also begin to develop their knowledge and understanding of the core areas through a yearlong research-based module which frames core areas in the context of the approaches which drive the continuing development of psychological knowledge. Students are also introduced to the concept of psychological change through the framework of an introduction to developmental psychology which adopts a lifespan perspective. At Level 5, the five core areas are taught and assessed in greater depth. Specifically, PSY501 teaches and assesses students' understanding of Social Psychology; Researching Psychology II assesses students' research design and analytic skills through applied developmental research examples, and PSY504 engages students with Psychometric training to investigate personality and individual differences. At Level 6, students engage in more in-depth exploration of the breadth of cognitive psychology and develop a critical understanding of the impact of greater understanding of biopsychological processes. In their 30-credit empirical project students demonstrate the application of their research training.

The programme design allows for a distinct learning journey with students, beginning by examining in growing depth more or less familiar issues relating to Psychology. Modules at Level 5 and 6 directly build on these elements, and expand to include wider psychological issues and deeper theoretical applications and international perspectives. Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Psychology, and by having gained firsthand experience of working in a real-life setting and designing and undertaking an empirical study. The successful completion of this empirical study is essential for the graduate to be eligible for Graduate Membership of the BPS.

The single Honours strand of the programme (60 credits per year), has a focus on the knowledge and skills needed to engage with the requirements of postgraduate training in Psychology. This is formed of two allied strands, which develop students' knowledge and understanding of both the skills and competencies required to work in the registered professions, as well as conventional and contemporary processes for diagnosis and psychological intervention. The second strand draws on research specialisms across the team to engage students in developing their research skills using an initial apprentice model at level 4 in the Psychology Group project to inspire students to engage in original research and develop design and analysis skills in preparation for further study

At Level 4, students are introduced to the study of psychopathology and the work of practitioner psychologists in the health and clinical sectors. This introductory and theoretical knowledge is developed at Level 6 through the use of clinical case studies and training videos to enable students to develop skills in using psychometric measures and interviewing. Practical and professional skills which are transferrable to a range of career paths are developed through this series of modules, which support students to recognise and evidence a range of transferrable skills, including audit and evaluation. At Level 5, theoretical knowledge of service audit and

evaluation is developed with the introduction of student-led action research projects which enable students to engage with the theory practice divide. Work-based and skills development takes place through the Level 4 *Introduction to Applied psychology* module, which supports students to begin to develop their CV's and preparation for the Level 5 *Psychology Placement*. Finally, at Level 6 the *Psychology in Organisations* module supports students to reflect on their motivations and career aspirations, as well as understanding the psychology of organisational change and the importance of equality and inclusivity.

At Bishop Grosseteste University (BGU, common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects our collective understanding of the essential skills of a BGU graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a joint, major or single Honours course. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific.

The programme has been designed with appropriate reference to the academic infrastructure (*Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*, Quality Assurance Agency (QAA) 2021*; the QAA *Benchmark Statement for Psychology (2019)* and the British Psychological Society (BPS) *Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology, 2019*). The modules which focus on health and clinical psychology do so with reference to professional standards in allied disciplines of Counselling and Clinical Psychology. BPS accreditation ensures the development of, from the outset, a robust, rigorous and challenging programme, and that the highest of professional standards in ethical practice are both maintained and taught.

The BA (Hons) in Psychology aims to produce high-calibre graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The curriculum design aims to support graduate prospects to continue study at postgraduate level. The curriculum design also aims to equip students with the qualities and transferable skills which comprise Psychological Literacy:

- a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;

- knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;

- an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;

- to present multiple perspectives in a way that fosters critical evaluation and reflection;

- to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues, and

- an understanding of real life applications of theory to the full range of experience and behaviour, and the application of psychological understanding to real world questions.

23	Learning and Teaching Strategies

Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning.

In accordance with PSRB requirements, at least 80% of the curriculum content will be delivered by permanent academic Psychologists who are research-active. The programme team will lead and deliver modules which use a wide range of relevant, experienced registered practitioners and academics as guest speakers to stimulate debate and discussion, and bring real-world experience into sessions.

Psychology is a research-engaged and research-based discipline and as such, robust research methods training is a core element of an undergraduate psychology degree. In addition, research training is a core element of the BPS standards for accreditation of undergraduate programmes.
In the proposed programme structures, research training has been embedded throughout the programme, and developing research design and analytic skills have been mapped against key paradigms and BPS Supplementary Guidance for research and research methods on Society accredited undergraduate and conversion programmes (2017), (see table 1). At Level 4, students are introduced to simple experimental designs and an introduction to parametric testing. As part of Researching Psychology I, they are also introduced to qualitative research approaches.

The programme strategically and systematically builds research skills using directed independent learning from Level 5 onwards, to engage students in using their increasing knowledge of research design in producing original research projects under the guidance and direction of module leaders and tutors. At the end of Level 5, the final assessment is a group project which requires students to design, conduct and report on an original piece of psychological supervision under direction and guidance from the module leader and tutors. This small scale empirical project enables students to experience the research process, and receive guidance and feedback before embarking on their dissertations.

Table 1: Research training

Research skills	Module
Simple experimental design Descriptive statistics Non-parametric tests T-tests	PSY40522 Researching Psychology I
Complex & factorial design Analysis of Variance (ANOVA)	PSY40522 Researching Psychology II PSY607_1.1 Cognitive Psychology
Regression, moderation/mediation	PSY5082222 Researching Psychology II PSY50422 Personality and Individual Differences
Qualitative design	PSY40522 Researching Psychology 1 PSY50822 Researching Psychology II
Qualitative analysis	PSY40522 Researching Psychology I PSY50822 Researching Psychology 11

Research ethics and integrity training

Alongside their increasing knowledge of Psychological research-design and analysis, students also receive continued training in research ethics and integrity to ensure that by their final year they enter the dissertation process able to engage with institutional and professional body codes of conduct. Ethical competency is a core requirement of BPS standards, and an embedded curriculum of ethical practice underpins all Psychology modules. The scope and focus of training in ethical practice has been designed using guidance drawn from *BPS Guidance on Teaching and Assessment of Ethical Competence in Psychology Education (2015)*, (see table 2).

At Level 4, students are introduced to research ethics and will consider contemporary and historical ethical dilemmas in designing and conducting psychological research, using case studies and exercises. Students are also introduced to the BPS *Code of Human Research Ethics* (2014); the BPS *Ethics Guidelines for Internet-Mediated Research (2017)* and the BPS *Code of Ethics & Conduct (2018)* in accordance with section 4.2 of the aforementioned BPS guidance.

Table 2: Research ethics & integrity training

Ethical sensitivity	Ethical motivation	Ethical reasoning	Ethical implementation
PSY40522 Researching Psychology I PSY402 PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences PSY61022 Psychology Dissertation	PSY402 PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences PSY61022 Psychology Dissertation	PSY40522 Researching Psychology I PSY402 PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences PSY61022 Psychology Dissertation	PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences PSY61022 Psychology Dissertation

Assessment strategy: American Psychological Association (APA) style report writing & formulating credible analytic conclusions

The overarching assessment strategy is to develop academic writing and skills in research reporting in preparation to produce a high-quality APA style research report as part of the dissertation module (see table 3).

At Level 4, students are supported to provide report sections based on research practical sessions conducted in small groups. At Level 5, students are encouraged and supported to write reports using structured feedback from previous assessments. Throughout Levels 4 and 5, feedback on APA reference-style reports is provided on standardised templates, to enable students to monitor and track their progression (see attached template).

Table 3: summative assessment strategy: report writing

Lit review/rationale	Method section	Results/analysis	Discussion	APA Style Research Report
PYS40522 Researching psychology I PSY50722 Social Psychology	PSY40522 Researching Psychology I PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences	PSY40522 Researching Psychology I PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences	PSY40522 Researching Psychology II PSY50422 Personality and Individual Differences	PSY50822 Researching Psychology II PSY50422 Personality and Individual Differences

The Psychology subject group thrives on an environment of research integrity, featuring several additional opportunities for students to contribute to the research culture, featuring, for instance, the Summer Research Internship Scheme, the Student Research Participation scheme (managed through Sona Systems® software), and a programme of optional research seminars throughout the year.

Psychology staff are all research-active, and interest in their subjects gives students the opportunity to learn about methodological approaches, topics and skills that go above and beyond, yet compliant with, core BPS content. For instance, students can join the DrEAMSLab, learn about and use Virtual Reality, and employ sophisticated qualitative methods and critical approaches. Staff deliver research seminars via the Psychology Society and via their own extensive professional networks. Staff also contribute to the BGU *Psychology, Health and Wellbeing Research and Knowledge Exchange Unit*.

A core and central tool for supporting teaching and learning will be the use of Blackboard as a Virtual Learning Environment. Students will be invited to use both asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. Students will also be invited to engage with online synchronous collaborative learning spaces through *Blackboard Collaborate™* software to engage in interactive formative sessions to develop academic writing and analytic skills.

Psychological observation and understanding has always been at the forefront of pedagogy. Psychology recognises the non-static nature of teaching and learning and the need to evolve, to adapt and review the ways in which students interact with the subject, learning technologies and their learning environment. Course and curriculum review and the use of formal and informal student feedback to inform this will be an embedded part of the programme's cycle. These channels are explicitly encouraged within the context of the psychology programme in raising our students' awareness of democratic processes, rights and responsibilities as citizens and psychologists. As a discipline, Psychology is aiming to improve its interface with the public and assist in developing the psychological literacy of the layperson. With such aims in mind, the BA (Hons) Psychology places a high premium on research-informed teaching which consistently makes live links between theory,

practice and evidence bases, and demonstrates the real-world applicability of the discipline at all levels. This is a key characteristic of the course at BGU.

The programme team works in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies. The programme team makes effective use of BGU's *Students Creating Change* resource, which involves students in the co-creation of learning projects at both modular and programme level. This approach aligns with effective practice in student engagement in Higher Education.

24	Assessment Strategies

The assessment strategy supports the overall demonstration of the programme learning outcomes, and is designed to engage students in a range of assessments throughout the programme. It systematically builds knowledge and understanding to support the skills required to: (1) synthesise and critically evaluate existing research and theory and (2) design, implement and report a coherent and original piece of empirical research. The assessment strategy allows students to demonstrate their confidence in articulating their ideas and knowledge, orally (Researching Psychology II; Cognitive Psychology) , visually (Introduction to lifespan psychology; cognitive psychology) and in their academic writing (all modules).

Each of the module assessments will focus on the skills required for the elements contributing to the undertaking of a research project and the writing of a research report. For example, at Level 4, Researching Psychology will require students to develop their report writing skills by requiring students to develop the sections of a traditional empirical report. Throughout all report-based assessments at Levels 4 and 5, students will receive a standardised feedback template which breaks down the requirements for each section of the report into key criteria. In addition to narrative and in-text feedback, students will receive a visual map of their progression in report writing. At Level 4, research will be tutor-led and designed, whilst students will work with increasing autonomy through the use of directed independent learning to prepare them to produce a piece of original empirical Psychological research for their dissertation at Level 6. Throughout their first two years on the programme, students will complete two report-based assessments at Level 4 and three report-based assessments at Level 5, to ensure a thorough grounding and familiarity with Psychological writing and APA-style reporting prior to embarking on their dissertations at Level 6.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
PSY40522	Researching Psychology I	30	1	50		50
PSY40622	Introduction to Psychology across the Lifespan	15	1		100	
PSY40722	Psychology in the Arts and Communities	15	1		100	
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1			100
PSY40922	Psychology Group Project	15	1		100	

Module Code	Module Description	Credits	Year			
PSY41022	Introduction to Applied Psychology	15	1			100
PSY41122	Foundations in Clinical Psychology	15	1	100		
PSY50322	Health Psychology in Action	15	2			100
PSY50422	Personality and Individual Differences	15	2			100
PSY50622	Psychology Placement	15	2			100
PSY50722	Social Psychology	15	2			100
PSY50822	Researching Psychology II	30	2			100
PSY50922	Evolutionary Psychology	15	2			100
PSY51022	Advanced Statistics	15	2			100
PSY602_1.1	Consciousness	15	3		100	
PSY60522	Psychology in Organisations	15	3			100
PSY60622	Psychology Research Design and Project Preparation	15	3			100
PSY607_1.1	Cognitive Psychology	15	3			100
PSY60822	BioPsychology	15	3			100
PSY60922	Advances in Clinical Psychology	15	3			100
PSY61022	Psychology Dissertation	30	3			100

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PSY40522	Researching Psychology I	30	1	Report 50% Exam 50%	2000 words MCQ 2 hours	January Semester 1 May semester 2
PSY40622	Introduction to Psychology across the Lifespan	15	1	Poster presentation 100%	15minutes	January Semester 1
PSY40722	Psychology in the Arts and Community	15	1	VLOG 100%	2000 words	May Semester 2
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1	Essay 100%	2000 words	January semester 1
PSY40922	Psychology Group Project	15	1	Presentation 100%	15 minutes	May Semester 2

PSY41022	Introduction to Applied Psychology	15	1	Essay 100%	2000 words	May semester
PSY41122	Foundations in Clinical Psychology	15	1	Exam: 100%	Written 2 hours	January Semester 1
PSY50322	Health Psychology in Action	15	2	Action research report 100%	2500 words	January Semester 1
PSY50422	Personality and Individual Differences	15	2	Report 100%	2500 words	May Semester 2
PSY50622	Psychology Placement	15	2	Report 100%	2500 words	May Semester 2
PSY50722	Social Psychology	15	2	Literature Review 100%	2500 words	January Semester 1
PSY50822	Researching Psychology II	30	2	Portfolio 70%	3000 words (2x1500 word reports)	May Semester 2
PSY50922	Evolutionary Psychology	15	2	Report 100%	2500 words	January semester 1
PSY51022	Advanced Statistics	15	2	Report 100%	2500 words	January semester 1
PSY602_1.1	Consciousness	15	3	Poster presentation 100%	20 minutes	January semester 1
PSY60522	Psychology in Organisations	15	3	Report: 100%	3000 words	January semester 1
PSY60622	Psychology Research Design and Project Preparation	15	3	Ethics pack and research protocol 100%	3000 words	December Semester 1
PSY607_1.1	Cognitive Psychology	15	3	Report 100%	3000 words	May semester 2
PSY60822	BioPsychology	15	3	Essay 100%	3000 words	May Semester 2
PSY60922	Advances in Clinical Psychology	15	3	Report 100%	3000 words	May Semester 2
PSY61022	Psychology Dissertation	30	3	Empirical research report 100%	6000-8000 words	May Semester 2

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Psychology tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;

- allows students to collect evidence of the things that they achieve during their studies that promote their employability;

- makes explicit links between students' work experience and professional standards in Psychology, and

- supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in Psychology are particularly competitive. When our Psychology students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services, and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the Psychology or Psychology-related posts for which they are applying.

In addition, the programme structure aligns to the development of BGU Graduate attributes as follows:

1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed at Level 4 from semester 1 onwards, as students engage with evaluating original research papers in considering the relevance of classic studies as part of their introduction to conceptual and historical issues in Psychology assignment. At Level 5 students are supported to develop strategies to synthesise literature to produce coherent and evidence based rationales in their assignments for Researching Psychology II and a Social Psychology literature review.

2: Global Citizenship – students engage with the international contexts within which Psychology operates in the following modules: CHiPs, Introduction to Applied Psychology at level 4. Through the programme, students engage with the development of Psychology as a discipline and the culture-bound constructions of construct including selfhood, diagnosis and 'mental health'. In their assignments for introduction to clinical psychology, individual differences and Psychology in organisations students engage with cross-cultural understandings of Psychology, and the implications of these understandings, for designing Psychometric tests and assessments.

3: Information Literacy – literature searching using online specialist Psychological databases is a core requirement of the BPS curriculum. Students are supported at Level 4 to begin to develop advanced searching skills using Boolean operators, and at Levels 5 and 6 to develop search protocols. In addition, through linking the Psychology dissertation to writing in journal format, students are supported to critically evaluate the impact and credibility of publications.

4: Digital Fluency – students engage with a range of specialist software and resources throughout the programme. In addition to the use of SPSS Statistics and EPrime® software, students are trained to work with online survey software in individual differences. Students are also supported to develop skills in qualitative analysis software (Researching Psychology I & II).

5: Employability – the Psychology curriculum equips students with a range of transferrable skills to enable employability including – data management; working with large databases and specialist software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences, in addition to a range of Psychology specific skills which include knowledge of Psychological assessment techniques and tools. Students are supported through the Psychology tutor system to develop their CV's and translate their learning into evidence-based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated Psychology tutor at the start of their studies, and engage in a series of small group and individual meetings throughout Levels 5 and 6 which are timetabled into their programmes of study. The focus of the Level 4 and 5 meetings is to enable them to identify transferrable skills, and to develop personal statement writing and CV building. In the single Honours programme, students engage in employability focused modules at Level 4 (Introduction to Applied Psychology) and Level 6 (Psychology in organisations) and produce assessments which include skills audits and personal statements.

6: Being Enterprising – students are supported to develop creative problem-solving skills through directed independent learning embedded at Levels 4 and 5 in modules Psychology Group Project, Individual differences, and Researching Psychology II during which they design research projects to test hypotheses and develop applied research questions in order to apply Psychological research and theory to address social issues. At Level 6, students develop project management skills through designing and delivering original Psychological research projects, and in addition consider the implications for practice from their findings.

26	Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) Psychology learning materials will be accessed through the module areas on Blackboard.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, Psychological research tools such as EPrime® and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Included within the Library Systems is access to journals and specific subject related learning resources.

Students will also have access to a research area on Blackboard. This area is designed to help support students with conducting, and engaging with, psychological research throughout their degree. This is achieved by providing students with a level of autonomy to: view and hire available equipment; book time in the lab and interview rooms; check for ongoing student/staff research projects within Psychology, and to advertise their own research projects to other students studying Psychology. Students are supported with the use of this area of Blackboard by the Psychology technician.

Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU library provision. Module specific elements are laid down within individual modules.

27	Work-related Learning

Psychology graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams.

Section 5.4 of the Quality Assurance Agency's Subject Benchmark Statement for Psychology outlines the importance of transferable skills. Such skills 'encapsulate the contributions a Psychology graduate can make to the workplace and to society more generally.' (BPS, 2019:23). It is also a requirement of BPS accredited courses that Psychology graduates 'should explicitly understand how their training equips them with transferrable skills that are of value to employers' (BPS, 2019:22).

Work experience is important in developing such transferable skills and is vital for graduates who will compete in today's job market. Work experience is particularly necessary for those wishing to pursue careers in Psychology or Psychology-related areas which are centred on human interaction. Placements in all areas of Psychology can be difficult to access, but all students on courses within the modular framework, including Psychology, will have the opportunity to undertake a placement at Level 5. Preparation for the programme specific placement opportunity will begin at Level 4 in the module Introduction to Applied Psychology

Each student will be allocated a placement through which to develop their knowledge, skills and understanding. Students are also supported in seeking and securing voluntary positions throughout the course to supplement the placement, and as such, any relevant voluntary work is beneficial (e.g. working in school settings; with children or adults with learning difficulties; mentoring; befriending; working in care homes or with those who are mentally distressed).

This enables students to apply knowledge and skills in a real-life context offering them a valuable experience on which to draw upon when they present themselves to employers or selectors following graduation. In all cases, the courses will adhere as appropriate to the requirements of the BGU *Code of Practice for Work-based Learning*. Where formal placements occur, they are supported by a placement handbook, which is available on request.

Within the BA (Hons) Psychology, module (PSY506) *Psychology Placement* provides work experience which will usually take the form of a 10-day stranded placement, with blocks of two or three days over a six-week period where possible, undertaken in a range of settings including schools, local organisations working with a range of socially disadvantaged groups, and, as available, museums, art galleries and outdoor education centres, and community-based health and leisure organisations, some of which will be working with special populations. Students will be carefully prepared prior to this placement through taught sessions focused on the outcomes of the module, which include the introduction of theoretical and ideological perspectives concerning the role of critical reflection in personal and professional development, and theories, issues and ideas concerned with the ethics of the workplace. Students may be asked to undertake a Disclosure and Barring Service (DBS) check if required by their chosen placement organisation, to ensure the safeguarding of vulnerable groups that they

may have contact during placement activities (students may be required to meet the cost of this). Students will be supported to find an alternative placement if the additional cost is a barrier to taking up their chosen placement. There may be opportunities for students to engage in international educational visits organised by the University, which will incur additional costs to students if they wish to take up these University enhancement activities.

Placements will be supported through a 'work discussion seminar' which models the psychological supervision normally received by employees working in Psychology-related settings. The seminar offers the opportunity for students to process the sometimes overwhelming material of the setting, and manage possible emotional conflicts triggered in or by the setting. In addition, the seminar offers guidance for practice, advice in dealing with operational, practical and/or ethical matters, and finally, is a vehicle for the development of a theoretical and contextual understanding of the work experience. In addition, (PSY605) *Psychology in Organisations*, is a level 6 option module focused on occupational and organisational Psychology and will enable students to reflect on the variety of work experiences they have engaged with during their programme and the skills they have developed.

28	**Employability**

This Psychology degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health or voluntary sector careers. The scientific aspects of the course, including the application of a reasoned approach, problem-solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research. The understanding of human behaviour and motivation, the ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education.

Possible future career paths for Psychology graduates may include:

- teaching;
- clinical psychology;
- research assistant roles;
- counselling and coaching (including school-based counselling);
- human resources management;
- local or central government administration;
- voluntary sector roles;
- community-based mental health support and advocacy, or
- a range of employment opportunities in the helping professions.

Through a broad and balanced study in the area of Psychology, this award prepares students personally and professionally for further study and careers within Psychology-related fields with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

Key to the programme is a degree-wide emphasis on employability for students. There is provision of support running through each year from academic staff in collaboration with BG Futures, in terms of identifying transferable skills, interview practice, building their CV, etc. The nature of the degree offers a breadth of opportunities, which the Programme Team work on with students to refine in terms of their interest and

progression needs. This begins at Level 4, when alongside the core modules, an understanding of psychological skills development in the context of professional and academic routes is introduced, and an opportunity to take up voluntary roles in the local community is made available to enable students to start building their portfolio of skills and help identify areas of interest early on.

This is a complimentary precursor to the Level 5 and Level 6 modules, which provide formal placement and volunteering opportunities both in the local community and overseas, and application of psychological skills. The sequence of modules enables students to apply their growing psychological knowledge to their employment prospects and experience, giving the content of the degree a wider range of potential application, as well as the opportunity for progression through accredited pathways.

Running through modules is a community emphasis which provides opportunities for visits, short placements, volunteering, research and a complimentary range of speakers. Partners from community support groups and organisations offer opportunities working with vulnerable clients within the psychological field, providing first-hand experience to students. An emphasis on reflection, strategy development and career planning enables students to be active in shaping their future pathways whilst growing their transferable skills and subject knowledge.

As outlined in section 26, modules are aligned to support students to achieve the BGU Graduate Attributes.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students will require UCAS points at or above 96–112 points. An A Level in Psychology is not a required entry qualification, but a GCSE or equivalent in Mathematics is a requirement.

In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes if previous study does not align with the corresponding BGU Psychology learning outcomes.

30	Programme Specific Management Arrangements

The Programme Leader for Psychology will lead and manage the programme. The programme will be taught by current Psychology module leaders and tutors, who are all research-active Psychologists. Visiting speakers will be used as an enhancement to modules for currency and sector specific content, in line with Professional, Regulatory and Statutory Bodies (PSRB) requirements.

31	Staff Responsibilities

Staffing expertise within the current Psychology team is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as psychology tutors and, in the third year of the programme, as research supervisors. The programme team also includes specialist support roles as detailed below:

Psychology Placement Officer (PPO)
The Psychology Placement Officer works to support BA (Hons) Psychology students to develop and maintain relationships with local community groups and local organisations, with a view to identifying potential placement opportunities for Level 5 Psychology students and volunteering opportunities for Level 4 students to help them in starting to develop transferrable skills. In this work with organisations, the PPO helps in identifying particular roles that Psychology students could undertake, and in ensuring clear terms of reference for the task-in-hand are prepared.

The PPO also ensures that the placement experience meets the needs of the placement module and assignment, and ensures that placement providers have appropriate policies in place to protect the organisation, service users and student volunteers, such as Safeguarding, Equal Opportunities, Confidentiality. In working with students, the PPO supports them through the administrative processes involved in securing suitable placements including: completing risk assessments, placement preference forms and providing support for students in completing application forms with particular reference to transferrable skills. The PPO also provides on-site supervision for students during their placement.

In relation to international opportunities, the PPO liaises with the BGU International Office to identify potential opportunities for students volunteering overseas; supports students in their applications for BG Foundation Funding and ensures that students are accompanied when undertaking volunteering roles overseas, and supervision is provided, if appropriate.

Psychology Technician
In accordance with PSRB regulations, the programme draws on the specialist support of a Psychology technician who plays a crucial role in supporting both students and staff in maintaining specialist resources and software. In addition, and again in accordance with PSRB guidance, the Psychology Technician has a crucial role in supporting a research informed and research focused curriculum, and engages in supporting research skills development on both a modular and individual level by providing students with support for developing expertise with specialist equipment and software. In particular, the Psychology Technician provides modular and individual support for students to engage with virtual reality equipment, biopack, eye tracker, SPSS, EPrime®, as well as specialist qualitative and Q-method software packages.

Professional, Regulatory and Statutory Bodies
British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019).

32	Programme Specific Academic Student Support

Programme Specific Support
Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated Psychology tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. In addition, the Psychology team run twice-yearly Programme Boards which act as a forum for discussion of student representative feedback, as well as feeding-forward news and enhancements to the programme. All Psychology staff and students representative attend, and actions are minuted and channelled through the School Board, feeding into the wider committee structure and quality assurance processes.

Programme Specific Evaluation
The Psychology team is committed to ensuring a positive student experience and working in partnership with students to feed forward and enhance the student experience at both modular and programme level. Student engagement and evaluation is considered on all aspects of the programme, both formally through University processes and informally through the personal tutor and dissertation tutor structures.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
PSY602_1.1 Consciousness			x	x			x	x	x	x	x	x	x	x	x	x	x	x	
PSY60922 Advances in Clinical Psychology			x	x	x		x	x	x	x		x	x	x	x	x	x	x	x
PSY60522 Psychology in Organisations			x	x			x	x	x	x		x	x	x	x	x	x	x	x
PSY60622 Psychology Research Design and Project Preparation	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x
PSY607_1.1 Cognitive Psychology	x		x	x			x	x	x			x		x	x	x	x	x	
PSY60822 BioPsychology	x	x		x			x	x		x		x	x		x		x	x	
PSY61022 Psychology Dissertation	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x

Level 5

Module Name	K&U1b	K&U2b	K&U3b	K&U4b	K&U5b	K&U6b	SPS1b	SPS2b	SPS3b	SPS4b	SPS5b	IS1b	IS2b	IS3b	TS1b	TS2b	TS4b	TS5b
PSY50722 Social Psychology	x	x	x	x			x	x	x	x	x	x	x	x	x		x	
PSY50322 Health Psychology in Action			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
PSY50822 Researching Psychology II	x	x	x	x			x	x	x	x	x	x	x	x	x		x	
PSY50422 Personality and Individual Differences	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
PSY51022 Advanced Statistics		x	x	x			x	x	x	x		x	x		x	x	x	
PSY50922 Evolutionary Psychology	x		x	x			x					x	x		x	x	x	
PSY50622 Psychology Placement					x		x		x	x		x	x		x	x	x	x

Programme Specification

Level 4

Module Name	K&U1a	K&U2a	K&U3a	K&U4a	K&U5a	K&U6a	SPS1a	SPS2a	SPS3a	SPS4a	SPS5a	IS1a	IS2a	IS3a	TS1a	TS2a	TS3a	TS4a	TS5a
PSY40822 Conceptual and Historical issues in Psychology (CHiP)	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
PSY41122 Foundations of Clinical Psychology		x	x	x	x	x	x	x	x			x	x	x	x	x		x	x
PSY40622 Introduction to Psychology across the Lifespan	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	
PSY40922 Psychology Group Project				x	x		x	x	x	x		x	x		x			x	x
PSY41022 Introduction to Applied Psychology	x				x	x	x		x	x		x		x		x	x		
PSY40722 Psychology in the Arts and Communities	x	x		x	x		x		x		x		x		x	x			x
PSY40522 Researching Psychology I	x	x	x	x			x	x	x	x	x	x	x			x	x	x	

Graduate Attribute Mapping

Attribute	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	ITS1	TS2	TS3	TS4	TS5
Academic Literacies	√	√		√			√	√			√	√	√	√					
Global Citizenship			√													√			
Information Literacy								√	√	√			√				√		
Digital Fluency									√	√							√		
Employability	√				√	√									√			√	√
Being Enterprising											√					√			√

Graduate Attribute

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes Graduate Attributes | Lincoln Bishop University

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review
The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*
v1.1	Amendments undertaken to align with Academic Integrity guidelines.	December 2023	December 2023	All students
v1.2	Amendment to assessment category for PSY607_1.1	Sept 2025	Sept 2025	All students

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019). Programme standard 1: Programme design							
	PSRB Requirement *Biopsychology*	**PSRB Requirement** *Cognition*	**PSRB Requirement** *Social Psychology*	**PSRB Requirement** *Personality & Individual Differences*	**PSRB Requirement** *Lifespan Psychology*	**PSRB Requirement** *Historical & Conceptual issues*	**PSRB Requirement** *Research methods*	**PSRB Requirement** *Empirical project (dissertation)*
Met?	Yes							
Modules Identified in:	L4 Researching psychology I L 6 BioPsychology	L4 Researching psychology I L6 Cognitive Psychology	L4 Researching psychology I L5 Social Psychology	L4 Researching psychology I L5 Personality & Individual Differences	L4 Introduction to Psychology across the lifespan L5 Researching Psychology II	All L4: Conceptual and historical issues in Psychology Researching psychology I Level 5: Social Psychology Personality & individual differences Researching psychology II Level 6: Biopsychology Cognitive psychology	All	L6: Psychology research design and project preparation Psychology Dissertation

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Page 34 of 35   Programme Specification

	PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019). Programme standard 1: Programme design							
	PSRB Requirement *Biopsychology*	**PSRB Requirement** *Cognition*	**PSRB Requirement** *Social Psychology*	**PSRB Requirement** *Personality & Individual Differences*	**PSRB Requirement** *Lifespan Psychology*	**PSRB Requirement** *Historical & Conceptual issues*	**PSRB Requirement** *Research methods*	**PSRB Requirement** *Empirical project (dissertation)*
Met?	Yes							
Evidence of Requirement met	L6 Assessment: 1/1	L6: assessment: 1/1	L5 Assessment 1/1	L5 Assessment 1/1	L4 Assessment 1/1 L5 Assessment 1/2	L4 CHiP Assessment 1/1 Level 5: Researching Psychology II assessment 2/2 Social psychology 1/1	Assessments in: L4 Researching psychology I L5 Personality & Individual Differences L5: Researching Psychology II L6: Psychology research design and project preparation Psychology Dissertation	Assessment 1/1 1/1
Location of PSRB Approval Document								