QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1. **Programme Code**						
2. **Programme Title**	BSc (Hons) Psychology					
3. **Target Award Title**	BSc (Hons) Psychology					
4. **Exit Award Title(s)**	Certificate of Higher Education in Psychology (120 credits) Diploma of Higher Education in Psychology (240 credits) BSc (Hons) Psychology (without honours) (300 credits)					
5. **Subject Area**	Psychology					
6. **School**	Psychology					
7. **Programme Team Leader(s)**	Janet Evans & Sue Windham-Peck					
8. **Programme Type**	Specialist					
9. **Delivery Model**	DL F/T		BL F/T	X	Apprenticeship	
	DL P/T	X	BL P/T		Other	
Where delivery model identified as 'Other' please provide details	N/A					
10. **Location of Delivery**	Online (DL) Birmingham (BL) Leeds (BL) London: Ealing, Holborn and Tower Hill (BL) Manchester (BL)					
11. **Proposed Start Date**	January 2026					
12. **Reference Points**	QAA Subject Benchmark Statements for Psychology (September 2023) Subject Benchmark Statement: Psychology					
13. **Professional, Statutory & Regulatory Bodies (PSRB)**	British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated MSc.pdf Supplementary guidance for research and research methods on accredited undergraduate and conversion programmes.pdf					

14. Programme Aims

The BSc (Hons) Psychology degree aims to support students to:

- develop a scientific understanding of the brain, behaviour, and individual differences alongside the complex interactions between these
- explore multiple perspectives within psychology in a way that fosters critical evaluation
- develop an understanding of the real-life applications of psychological theory to a diverse range of experiences and behaviours
- outline the role of empirical evidence in the creation of theory, potential limitations of this, and how theory guides the collection and interpretation of empirical data

- develop a range of research skills, building confidence using key methods for investigating experience and behaviour, culminating in an opportunity to conduct an independent research project
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications
- foster positive attitudes towards learning through innovative, effective, and clearly aligned teaching, learning, and assessment methods
- explore a curriculum that is up-to-date and provides a positive and encouraging environment for learning

15. Programme Entry Requirements

- Passes at grade C or above in three subjects at GCSE level or academic equivalent
- Applicants without GCSE mathematics or equivalent are strongly encouraged to complete a short maths course that is available via FutureLearn (Everyday Maths for Social Sciences – Online Course – FutureLearn)
- Completion of a recognised Access Programme or equivalent
- IELTS 6.0 or equivalent for students who's medium of prior learning was not English
- Candidates who demonstrate an ability to study the programme, as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience, qualifications and transferrable skills.

16. Graduate Attributes

GA1. Digitally Literate:
Our graduates will show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts.

GA2. Contextually Innovative:
Our graduates will be able to apply critical, creative, and evidence-based analysis, and personal reflection to real-world situations and challenges, both current and in the future.

GA3. Socially Intelligent:
Our graduates will be proactively inclusive and able to effectively navigate complex working relationships with people from any background or culture, using teamwork, communication, and leadership skills.

GA4.   Professionally Knowledgeable:
Our graduates will be knowledgeable and have in-depth comprehension in their subject area. They will have awareness, independent research skills, and other subject and discipline skills.

Mapping of Modules to Graduate Attributes

Module	Graduate Attribute
Introduction to Studying Psychology	Contextually Innovative
Exploring Research in Psychology	Professionally Knowledgeable
Social Psychology	Digitally Literate
Biological Psychology	Digitally Literate
Developmental Psychology	Digitally Literate
Cognitive Psychology	Digitally Literate
Quantitative Research Methods	Professionally Knowledgeable
Personality and Intelligence	Digitally Literate
Qualitative Research Methods	Digitally Literate
Positive Psychology	Contextually Innovative
Forensic Psychology	Contextually Innovative
Sport and Exercise Psychology*	Professionally Knowledgeable
Occupational Psychology	Socially Intelligent
Clinical and Health Psychology	Socially Intelligent
Child Development and Educational Psychology	Professionally Knowledgeable
Coaching Psychology*	Contextually Innovative
Professional Development	Contextually Innovative
Research Project	Professionally Knowledgeable
Counselling Psychology, Mental Health and Illness	Socially Intelligent
Behavioural Neuroscience and Neuropsychology	Professionally Knowledgeable
Political Psychology	Contextually Innovative
Cyberpsychology	Professionally Knowledgeable
Gender and Sexuality	Contextually Innovative

Modules to be retired from January 2026

17. Learning, Teaching and Assessment Strategies

Course content is delivered through an integrated learning and teaching pedagogy that includes both independent learning and working with others. For example:

Online learning

Independent

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials, resources and activities that can be accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students can discuss and critically engage with themes emerging from the online materials, following the posing of questions or propositions, case studies or similar by either lecturers or students themselves
- Podcasts/online tutorials e.g., SPSS, JAMOVI, and Gorilla

Working Together
- Live online webinars facilitated by VOIP's where theory and practice are integrated
- Live chats
- Academic support office hours

Blended learning

For blended learning delivery, lectures and seminars will be delivered that include group discussions, topic related activities, role-plays, case study analysis and reflective practice that is supported by student meetings and academic tutor support. This is supported with online activities outlined above.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their personal circumstances.

There is a requirement for written work at all levels, including reports, essays, data analysis, portfolios of work, poster presentations, as well as oral work such as group discussions, presentations etc., and the opportunity to develop authentic digital resources, e.g., blog posts, websites, and infographics. Our assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

18. Intended programme learning outcomes and how they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Demonstrate an understanding of the scientific underpinnings of psychology as a discipline, its historical and contemporary developments and limitations, as well as socio-cultural differences.	Throughout the programme, a historical and contemporary view of different approaches within psychology will be outlined and the development of psychology as an independent discipline will be explored at level 4. Each of the modules will adopt a global approach, outlining socio-cultural differences in both research undertaken and behaviour and attitudes across cultures.	Coursework
2. Reason scientifically, consider multiple perspectives, consider ethical issues, and make critical judgments about arguments in psychology	At level 4, students study 'Introduction to Studying Psychology', which includes the foundation for developing students' academic skills, including literature reviewing and analysis. Opportunities to improve and apply these skills will be embedded and advanced throughout the programme of study, supporting students to develop their critical thinking and higher-level academic skills as they progress. Students will explore integrative approaches to topics within psychology and evaluate the contributions from different perspectives. Ethical considerations are covered throughout the programme, as relevant for the level of study and module it relates to, and students are introduced to professional standards of ethical practice.	Coursework
3. Demonstrate knowledge and critical thinking in the core domains of psychology; biological, cognitive, developmental, individual differences, social, and research methods.	The core domains of psychology are introduced at both levels 4 and 5 of the programme and students learn about historical and contemporary theories and research relating to each. Throughout modules at levels 5 and 6, students will consider critical analysis and evaluation of these core areas as they are covered in greater breadth and depth through their applied context in other areas of	Coursework

	psychology.	
4. Detect meaningful patterns in behaviour, recognise the subjective nature of individual experience, and critically evaluate their significance.	Patterns in behaviour are explored throughout the programme by evaluating theories and research within each module. Students will explore a range of methods for identifying and evaluating patterns in behaviour, psychological functioning, and experience and have a critical understanding of the principles, merits, and applications of these approaches. As well as having independent Research Methods modules at levels 4 and 5, the students' breadth and depth of understanding and skills in this area will be developed throughout the programme and embedded within the context of individual modules.	Coursework
5. Demonstrate a systematic knowledge of a range of research paradigms, research methods, including both quantitative and qualitative data analysis, and be aware of their strengths and limitations.	Discussions of research paradigms and research methods are embedded within each module where the analysis and evaluation of published research and theory is supported and encouraged. A systematic knowledge of research methods and paradigms is also developed and assessed directly within the modules Exploring Research in Psychology, Quantitative Research Methods, Qualitative Research Methods and the Research Project.	Coursework
6. Initiate, design, conduct and report on empirically based research under appropriate supervision (posing, operationalising and critically evaluating research questions), and recognise ethical, theoretical, practical, and methodological strengths and limitations in conducting psychological research	Students will begin to understand the design and ethical issues involved in conducting research within the level 4 Exploring Research in Psychology module. This will be enhanced throughout the programme with assessments in the design of research across all levels, e.g., a research report at level 4; both quantitative and qualitative reports at level 5, and the Research Project at level 6. Students are taught about the principles of Open Science and are made aware of issues around replicability and reproducibility in empirical research. Students are taught about the challenges and opportunities for applying psychological theory and research within real world contexts and are required to critically engage with these.	Coursework

7. Communicate psychological findings in written, visual and/or oral form using numerical, textual and other forms of data.	Students are required to contribute to group discussions, online forums, and complete activities providing the opportunity to develop professional and academic communication skills. Students also develop communication skills through the completion of assessments such as written reports, essays, portfolios, posters, as well as oral presentations (voice over presentations). Students develop their ability to communicate psychological findings in a number of formats and for a range of audiences through authentic assessments that include report writing, sci-comm pieces, and leaflets. A range of innovative assessment formats also allow student to develop their digital literacy and communication skills through the choice of producing podcasts, websites, blog posts and other digital artefacts.	Coursework
8. Demonstrate academic skills (e.g., literature reviewing, reflection, academic writing, critical analysis and evaluation, problem solving), and transferrable skills (e.g. effective communication, digital literacy, inclusive and collaborative working)	Academic skills are embedded within both the learning and assessment of each module. Lecturing teams work closely with the Academic Skills Department and students are supported and signposted appropriately. Constructive alignment of learning outcomes and scaffolded formative feedback is provided across the programme to gradually develop a range of academic and transferrable skills and support the students to become independent learners. A graduate attribute is aligned with each module, with all attributes being covered more than once throughout the programme.	Coursework

19. Summary of modules and mapped programme learning outcomes

Level / code	Module title	Module type	Pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	GA1	GA2	GA3	GA4
PSY4007	Introduction to Studying Psychology	(C)	P	X	X	X				X	X		X		
PSY4008	Exploring Research in Psychology	(C)	P	X	X	X	X	X	X	X	X				X
PSY4009	Social Psychology	(C)		X	X	X	X			X	X	X			
PSY4010	Biological Psychology	(C)		X	X	X	X			X	X	X			
PSY4011	Developmental Psychology	(C)		X	X	X	X			X	X	X			
PSY4012	Cognitive Psychology	(C)		X	X	X		X	X	X	X	X			
PSY5007	Quantitative Research Methods	(C)			X	X	X	X	X	X	X				X
PSY5008	Personality & Intelligence	(C)		X	X	X	X	X	X	X	X	X			
PSY5009	Qualitative Research Methods	(C)			X	X	X	X	X	X	X	X			
PSY5010	Positive Psychology	(C)		X	X	X	X	X	X	X	X		X		
PSY5011	Forensic Psychology	(O)		X	X	X	X		X	X	X		X		
PSY5012	Sports & Exercise Psychology*	(O)		X	X	X	X			X	X				X
PSY5013	Occupational Psychology	(O)		X	X	X	X			X	X			X	
PSY5014	Clinical & Health Psychology	(O)		X	X	X	X			X	X			X	
PSY5015	Child Development & Educational Psychology	(O)		X	X	X	X			X	X				X
PSY5016	Coaching Psychology*	(O)		X	X	X	X			X	X		X		
PSY6012	Research Project	(C)	P	X	X	X	X	X	X	X	X				X
PSY6005	Professional Development	(C)								X	X		X		
PSY6007	Counselling Psychology, Mental Health & Illness	(O)		X	X	X	X			X	X			X	

Code	Module	Type													
PSY6008	Behavioural Neuroscience & Neuropsychology	(O)		X	X	X	X			X	X				X
PSY6009	Political Psychology	(O)		X	X			X	X	X	X		X		
PSY6010	Cyberpsychology	(O)		X	X		X			X	X				X
PSY6011	Gender & Sexuality	(O)		X	X		X	X	X	X	X		X		

Modules to be retired from January 2026