



**UNIVERSITY
OF LONDON**

Programme Specification 2022–2023

Psychology

BSc

Important document – please read



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Important information regarding the Programme Specification

About this document

Last revised 16 May 2022

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the links to ask a question via the Virtual Learning Environment (VLE). Otherwise the *Contact Us* button on each webpage should be used. |

For the BSc Psychology programme, you should note the following terminology:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Required module: Students who enter the programme via the Performance based admission (PBA) route must pass the required modules in order to progress to the full BSc. Details of the required modules can be found in Section 7 of the [Programme Regulations](#).

Interim module: Students on the PBA route who achieve a strong pass in the mid-point assessment of the required modules may progress to the interim modules before receiving their overall module results, which will determine whether they can progress to the full BSc. See Section 7 of the [Programme Regulations](#) for full details.

Key revisions made

Programme Specifications are revised annually. The quality committee of Kings College, University of London, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Significant changes made to the Programme Specification 2022–2023:

- The assessment for module PL2035 Philosophy of psychology has been updated from an element of coursework and unseen examination weighed 30:70 to two elements of coursework weighted 30:70.
- The progression rules have been updated to enable students to register on remaining modules at Level 4 or Level 5 at the next available opportunity, where they do not run in the applicable session, in order to progress to Level 5 or Level 6.

- The terminology used for the assessment for module PL3030 Research project 1: foundation, has changed from 'Project plan' to 'Project proposal'.
- The way in which an attempt is defined for the purposes of progression and prerequisites has been updated.
- The minimum computer requirements for entry have been updated.

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

Programme title and qualifications

Undergraduate degrees of the University of London are awarded with Honours. The award certificate will indicate the level of the academic performance (Honours) achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The standard classification system for Bachelor's degrees with Honours is:

First-Class; Upper Second-Class; Lower Second-Class; Third-Class.

A Pass Degree or Ordinary Degree is a degree without Honours.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award.

Programme name

Psychology

Qualification titles

- Bachelor of Science in Psychology
- Diploma of Higher Education in Psychology (Intermediate and exit qualification only)
- Certificate of Higher Education in Psychology (Intermediate and exit qualification only)

Intermediate qualifications

The intermediate qualifications for this programme are the Certificate of Higher Education and Diploma of Higher Education as listed above.

An intermediate award or awards may be granted to a student registered on the BSc as they progress through their degree studies. The specific rules are given in the [Programme Regulations](#) under Section 1.

Exit qualifications

The exit qualifications for these programmes are:

- Diploma of Higher Education in Psychology
- Certificate of Higher Education in Psychology

An exit qualification is an intermediate qualification, as noted above, for which the student may not have registered at the outset but which may be awarded on completion of specific modules (or credit accumulated) in a longer programme of study, if the student leaves the programme. Students who for academic or personal reasons are unable to complete the BSc may exit with the successful completion of 240 or 120 credits and be awarded a Diploma of Higher Education in Psychology or a Certificate of Higher Education in Psychology respectively.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to continue their study of a qualification under these regulations with the University of London.

Individual modules

There is no provision for individual modules of the programme to be studied on a stand-alone basis.

Qualification titles may be abbreviated as follows:

Bachelor of Science – BSc

Diploma of Higher Education – DipHE

Certificate of Higher Education – CertHE

Level of the programmes

The Frameworks for Higher Education Qualifications for UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the FHEQ:

- BSc – Level 6
- DipHE – Level 5
- CertHE – Level 4

Relevant QAA subject benchmarks group

The latest [QAA subject benchmark statement](#) for bachelor's degrees with honours in Psychology was published in November 2019.

Awarding body

University of London

Registering body

University of London

Academic direction

King's College London

Accreditation by professional or statutory body

Not applicable. The programme is not accredited by the British Psychological Society (BPS).

Language of study and assessment

English

Mode of study

Web-supported learning with an online tutor or institution-supported learning from a local institution, where this is available. Institutions which support this programme will be listed on the [Recognised Teaching Centres Directory](#).

The [website](#) provides further information about the University's Recognised Teaching Centres.

Programme structures

The programme will have **two** registration points in the year corresponding with start dates for modules.

The BSc programme is a 360 UK credit degree. For the award of a BSc Psychology a student must complete:

- eight 15 credit **compulsory** modules at FHEQ Level 4 (120 credits), plus
- eight 15 credit **compulsory** modules at FHEQ Level 5 (120 credits), plus
- six 15 credit **compulsory** modules at FHEQ Level 6; *and*
- a 30 credit **compulsory** research project (120 credits)

Maximum and minimum periods of registration

The BSc, via the Direct entry route, can be completed in a minimum of **three years**, subject to module availability. However, students may take up to **six years** to complete the programme.

The BSc, via the Performance based admissions route, can be completed in a minimum of **three and a half years**, subject to module availability.

Students entering via the Performance based admissions route will have a maximum of **three years** to successfully complete the two modules required for admission to the full programme. The **six year** registration period will begin from the point at which they register on the full BSc.

This programme allows students to study at their own pace (either part-time or full-time), adjusting the intensity of the learning to suit their needs.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the BSc Psychology:

- modules (excluding *PL3035 Research project 2: consolidation*) are worth 15 UK credits each (7.5 ECTS)
- *PL3035 Research project 2: consolidation* is worth 30 UK credits (15 ECTS)

A student awarded the BSc Psychology with honours will have accumulated 360 UK credits (180 ECTS).

Recognition of prior learning

Prior learning will not be recognised or accredited for this programme.

Entrance requirements

There are two application points each year corresponding to the two study sessions. Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Entry route 1 – Direct entry route

To be eligible to register, applicants must:

- normally be aged 17 or above by the registration deadline of the session in which they will be entering; and
- satisfy the programme-specific entrance requirements; and
- satisfy the programme-specific English Language Requirements.

Entry route 2 – Performance based admission route

If applicants do not meet the academic requirements for direct entry, they can apply for the programme via the performance based admission route.

To be eligible to register, applicants must:

- normally be aged 18 or above by the registration deadline of the session in which they will be entering; and
- satisfy the programme-specific entrance requirements for Performance based admission; and
- satisfy the programme-specific English Language Requirements.

To be admitted onto the full BSc programme, applicants must pass two required modules with an overall result of 40% or above, with at least 40% in each element of assessment.

Where students achieve a mark of 50% or above in the mid-point assessment for both required modules, they will be permitted to register for interim modules in the next session. They must achieve a pass in both required modules before they are permitted to register for any further modules on the BSc programme.

Students on the performance based admission route will have three attempts to pass each module. This route helps students to develop the necessary skills to complete the full BSc Psychology programme successfully.

Full details of entrance requirements for the Direct entry route and Performance based admission route are given on the [programme page](#), under the Entry requirements tab.

The full progression rules for the Performance based admission route can be found in Section 7 of the [Programme Regulations](#).

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under the [Entry requirements](#) tab.

Additional information on English language proficiency tests are given on the website.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Computer specification and internet access

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems.

The computer must have at least the following minimum specification:

- Windows: 7, 8, and 10 on 64-bit platforms (Windows 10 recommended)
- macOS: OS X 10.14 and higher
- CPUs newer than 2011 (Intel Sandy Bridge or newer)
- OpenGL 2.0 graphics driver
- Local storage for the recording of proctored examinations, if applicable (75MB per hour)
- Web camera & microphone (internal or external)
- A broadband internet connection (minimum of 0.15Mbps upload speed)
- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a freehand note-taking app (or access to a printer).
- a PDF reader (for example, Adobe).

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on your programme of study).

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have specific access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or specific access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see the [Inclusive Practice Policy](#).

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included on the [Scholarships and bursaries](#) web page.

Educational aims and learning outcomes

Programme aims

1. The programme aims to provide students with a thorough understanding of Psychology as a science, covering the core areas of Psychology and their application. The curriculum has been designed to meet the requirements for the Graduate Basis for Chartered Membership (Graduate Basis Registration (GBR)) of the British Psychological Society (BPS). However, this programme is not accredited by the BPS.

2. It has an emphasis on research and its application with a spine of research methods, analysis and application modules culminating in a research project in the third year. There is an emphasis on the use as well as acquisition of psychological knowledge through exposure to real world issues.

3. This multi-faceted way of viewing real issues will require students to integrate knowledge from different areas of psychology.

Learning outcomes

Students who successfully complete a minimum of 120 credits and are awarded the **Certificate of Higher Education in Psychology** will be able to:

- Demonstrate knowledge of the main areas of psychology;
- Select and apply essential concepts, principles and practices of psychology in the context of well defined, limited scenarios;
- Show problem solving and evaluation skills, drawing upon supporting evidence;

- Demonstrate an understanding of statistical methods for analysis of data.

Students who successfully complete a minimum of 240 credits (with a minimum of 90 credits at FHEQ Level 5) and are awarded the **Diploma of Higher Education in Psychology** will, in addition to the learning objectives of the Certificate of Higher Education, be able to:

- Apply a critical understanding of essential concepts, principles and theories in psychology, use structured arguments based on subject knowledge to justify critical evaluation of knowledge of the field;
- Show problem solving and evaluation skills, draw upon supporting evidence and demonstrate a general understanding of the role of psychology in real world applications;
- Demonstrate the ability to produce organised work (both as an individual and as part of a team) given appropriate guidance.

Students who successfully complete the **BSc Psychology** will, in addition to the learning objectives of the Diploma of Higher Education and Certificate of Higher Education, be able to:

- Demonstrate a sound understanding of all the main areas of psychology;
- Demonstrate the ability to exercise critical judgement in the evaluation of research in the field;
- Apply a critical understanding of essential concepts, principles and research in psychology, and critically evaluate the results, in the context of loosely defined scenarios, using structured arguments based in empirical evidence;
- Demonstrate the ability to produce organised work with minimum guidance;
- Demonstrate the ability to produce a substantial piece of original or empirical research work including study design, data collection, analysis and reporting.

Learning, teaching and assessment strategies

The core principles of the learning, teaching and assessment strategy for this programme include online lectures designed to provide students with the basis for understanding of the key areas of psychology and arouse curiosity concerning their development, their future and their application. Web-based seminars to support and develop students' ability to stretch and integrate their knowledge.

Assessment will be a mix of formative and summative assessment methods, including research reports, a third year research thesis, structured reports on problem delineation and solution, essays, oral presentations and unseen examinations.

The learning, teaching and assessment strategies follow several core principles.

Principle 1: Ensuring students are prepared for study – Students will be provided with opportunities to sample the learning content of the Psychology programme. An online induction will ensure that they are prepared for study and are familiar with the learning environment and sources of support during their student journey.

Principle 2: An engaging and vibrant learning environment – All students will have access to the VLE, with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills based outcomes throughout the curriculum. The learning environment will provide a framework for the level of support selected by students, which involves local and online tuition services.

Principle 3: Learning content – The learning content will be designed to provide students with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable all students to study across a range of mobile and media channels.

Principle 4: Student support – All students will have access to the VLE, learning content, tools and activities related to the programme. Students will be able to select from two modes of study: web-supported learning or institution-supported learning.

Principle 5: Assessment – The programme will include a range of learning activities embedded within the learning content for each module, designed to provide feedback to students on their progress towards learning outcomes. Summative assessment methods will be designed to promote retention of knowledge, providing encouragement through tutor feedback, with as wide a range of methods as possible to most effectively assess learning outcomes, within the context of the need for secure and reliable techniques appropriate to flexible learning.

Principle 6: Staff Development – The design, development and delivery of this programme will be supported with training for: Academic teams involved in the development of the materials and assessment; Module Leaders; Tutors and Administrators at teaching institutions.

Assessment methods

In line with our General Regulations, the University may offer students alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at Examination centres.

Each module, excluding *PL1015 Applications of psychology*, *PL1040/PL2005 Research skills 1 and 2*, *PL3015 Mental health around the world* and *PL3030/PL3035 Research project* modules 1 and 2, is summatively assessed by an element of coursework and either an examination or a further element of coursework. The overall module mark is calculated by weighting the marks achieved for the two elements of assessment in a ratio of 30:70.

PL1015 Applications of psychology and *PL1040 Research skills 1* are both assessed by two equally weighted elements of coursework.

PL2005 Research skills 2 is assessed by an examination and an element of coursework. The module mark is calculated by weighting the marks achieved for the examination and coursework element in a ratio of 20:80.

PL3015 Mental health around the world is assessed by one element of coursework worth 100% of the overall module mark.

The coursework element(s) may consist of multiple items, online quizzes, one or more writing assignments and/or one or more statistical or computer-based assignments. The examination is unseen.

The research project aspect runs across two modules: *PL3030 Research project 1: foundation* and *PL3035 Research project 2: consolidation*. *PL3030 Research project 1: foundation* is assessed through the completion and submission of a project proposal to a satisfactory level which is marked on a Pass/Fail basis. Passing this module allows for progression to *PL3035 Research project 2: consolidation* which is assessed by an 8,000-word report of original research.

The grade awarded for each module is based on all the elements of assessment. In order to pass a module a student must achieve an overall weighted average of 40% for the module.

Examinations take place in September and March.

Examinations are held at [Examination centres](#) throughout the world.

Coursework must be submitted to the VLE by the prescribed deadlines.

Student support and guidance

The following summarises the support and guidance available to students:

- [Student Portal](#): for accessing student induction, study skills support, careers and employability resources, and student wellbeing advice.
- The Virtual Learning Environment (VLE): This gives access to materials (including lessons, activities and assignments) for each module studied.
- The VLE also includes a range of additional study resources such as:
 - Online discussion areas which allow students to communicate with each other.
 - Sample examination questions (including previous examination papers and Examiners' commentaries where appropriate); these provide generic feedback from assessment.
- [Student Guide](#): This provides information which is common to all students and gives guidance on a range of matters from the start of a student's relationship with the University of London through to their graduation.
- Subject guides for each module studied; these introduce and develop the topics.
- [Programme Regulations](#).
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- University of London library: Registered students may use the resources located within the Senate House library.
- Employability skills module – guidance on how to manage your career in the future, available through the VLE.
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institution. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme-specific regulations](#).

Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4–6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the BSc Psychology may lead to further study in the field in order to become a research, forensic, educational or clinical psychologist.

Graduate employment routes

Psychology graduates have many opportunities based on their wide-ranging knowledge of human behaviour and how the mind works. A Psychology degree provides graduates with a broad skill set including data analysis, problem solving, scientific and statistical literacy and effective communication.

Psychology graduates are notably flexible in the workplace and go on to succeed in a variety of professions, including entering the public or private sector or applying their knowledge to a range of roles in the fields of health and social care or education.

The Alumni community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)