



UNIVERSITY
OF LONDON

Programme Regulations 2021–2022

Psychology

BSc

Important document – please read

This document contains important information that governs your registration, assessment and programme of study



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Important information regarding the Programme Regulations

Last revised 24 March 2021

As a student registered with the University of London you are governed by the current [General Regulations](#) and Programme Regulations associated with your programme of study. King's College London is responsible for the academic direction of the programme.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Psychology programme:

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](#).

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](#) for full details.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the [student portal](#).

Changes to Psychology Regulations 2021–2022

- The availability of modules has been updated in [Appendix A](#) and [Appendix B](#).
- More detail on our mitigating circumstances procedure has been provided in [Section 5](#).
- The assessment methods for *Research skills 2: literature skills [PL2005]* have been updated in [Section 5](#) and [Appendix B](#).
- The Assessment criteria for the Project plan have been updated in [Appendix D](#).

- The names of three modules have been updated as follows:
 - *Psychology of choice* is now *Health, addictions and wellbeing* [PL2025]
 - *Research project preparation* is now *Research project 1: foundation* [PL3030]
 - *Research project* is now *Research project 2: consolidation* [PL3035]

March 2021 update

- The name of one module has been further updated as follows:
 - *Health, addictions and wellbeing* is now *Health and addictive behaviours* [PL2025]

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.

1 Structure of the programmes

[Appendix A](#) gives the syllabuses and course outlines.

Qualification

1.1

The following named qualifications are awarded under the Psychology programme:

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

Degree structure

1.2

The BSc Psychology consists of:

- Eight 15-credit compulsory modules at FHEQ Level 4;
- Eight 15-credit compulsory modules at FHEQ Level 5;
- Six 15-credit compulsory modules at FHEQ Level 6, plus
- One 30-credit research project.

Intermediate qualifications

1.3

An intermediate qualification or qualifications (i.e. a Certificate of Higher Education and/or Diploma of Higher Education in Psychology) may be awarded if you are registered on the BSc programme. You may accumulate these qualifications as you progress through your BSc studies.

1.4

You must apply to be awarded an intermediate qualification; they will not be awarded automatically.

1.5

Providing you satisfy the requirements, you may apply for intermediate qualifications at any point between making an assessment entry for assessment that, if successfully completed, would make you eligible for the award, and making your final assessment entry.

1.6

If you do not apply for an intermediate qualification at, or prior to, your final assessment entry, you will not be awarded these qualifications at a later date.

Exit qualifications

1.7

If you are registered on the BSc programme and you are unable to complete your studies you may be eligible for an exit qualification.

1.8

We may award the Certificate of Higher Education in Psychology as an exit qualification if you have successfully completed a minimum of **120 credits**.

1.9

We may award the Diploma of Higher Education in Psychology as an exit qualification if you have successfully completed a minimum of **240 credits**, with a minimum of 90 credits at Level 5.

1.10

Exit qualifications are awarded at the discretion of the Board of Examiners. Once you have accepted a Certificate or Diploma of Higher Education in Psychology as an exit qualification we will not permit you to register or re-register for the related BSc at a later date.

2 Registration

There are two entry routes onto the BSc programme: the Direct entry route and Performance based admission route. See the Entry requirements tab on the programme's [web page](#) for full details.

Effective date of registration

2.1

Your effective date of registration will be either:

- **1 April** if you first register before the March registration deadline.
- **1 October** if you first register before the September registration deadline,

2.2

The minimum period of registration for the BSc programme is **three** years.

2.3

The maximum period of registration for the BSc programme is normally **six** years.

2.4

If you are registered on the Performance based admission route you will have a maximum of **three** years to complete the two required modules. Your six year registration period will begin from the point at which you register on the full BSc programme.

2.5

You may request an extension to the BSc registration of **one year only**. This will be granted at the discretion of the Programme Director in exceptional circumstances only and should be requested at the end of your final year of registration.

Date of examinations

2.6

Examinations are held in March and September each year.

You may not participate in every examination session as some modules are assessed by coursework only.

Module availability

Not all modules will run in every study session.

2.7

Where the learning experience may be compromised due to low student registrations, we may consider deferring the module to a later session.

We will inform you of any such changes as early as possible and provide you with reasonable alternative arrangements.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

3.1

There is currently no provision for recognition of prior learning on this programme.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

4.1

You are permitted to register on modules up to the maximum value of **75 credits** in any given session. This can be a combination of new modules or modules that you are retaking having failed on a previous attempt. Of the 75 credits, a maximum of **60 credits** can be made up of new modules (four 15-credit modules or two 15-credit modules plus *Research project 2: consolidation*). This will be subject to any prerequisite or progression rules.

Prerequisites

This section should be read in conjunction with the progression rules outlined in [Section 7](#).

The attempt of a module as stated in the Prerequisites section is defined as submission of the first element of assessment at its deadline at the mid-point of the session in which you are registered to take the module.

4.2

In order to register on *Applications of psychology* you must have attempted a minimum of **two** of the following modules:

- *Biological psychology*
- *Developmental psychology*
- *Learning, personality and intelligence*
- *Social psychology*

4.3

In order to register on *Research design and statistics 2A* or *2B*, you must have achieved a pass in either *Research design and statistics 1A* or *1B* and have made an attempt in the module that you have not yet passed.

4.4

In order to register on *Research project 1: foundation*, you must:

- Have achieved a pass in both *Research design and statistics 1A* and *1B*; and
- Have achieved a pass in either *Research design and statistics 2A* or *2B* and have made an attempt in the module that you have not yet passed.

4.5

In order to register on *Research project 2: consolidation*, you must:

- Have achieved a pass in all Level 4 modules and *Research project 1: foundation*; and
- Have made an attempt in all Level 5 modules.

Whilst you must take the *Research design and statistics 1A/B* and *Research design and statistics 2A/B* modules in line with the prerequisite rules outlined above, there is no requirement to take A before B. The pairs can therefore be taken 'A' then 'B' or 'B' then 'A'. For example, 1B then 1A, then 2B then 2A.

5 Assessment for the programme

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 refer to Programme Specifications for details on equipment that may be required for alternative assessments.

5.1

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

5.2

Applications of psychology is assessed by two elements of coursework. The overall module mark is calculated by weighting the marks achieved for both elements in a ratio of 50:50.

5.3

Research skills 1 is assessed by two elements of coursework. The overall module mark is calculated by weighting the marks achieved for both elements in a ratio of 50:50.

Research skills 2 is assessed by two elements of assessment. The first is an unseen examination and the second is an element of coursework. The overall module mark is calculated by weighting the marks achieved for the examination and coursework element in a ratio of 20:80.

5.4

Mental health around the world is assessed by one element of coursework that is submitted at the session end-point.

Details of the assessment methods for each module can be found on the [VLE](#).

There will be two assessment points in each study session, at the mid-term and at the end of term. Refer to the VLE for submission deadlines.

5.5

You must pass all elements of assessment in order to pass a module, subject to the rules for marginal compensation.

5.6

The pass mark for any element of assessment is 40%.

5.7

You must attempt all elements of assessment in order to have made a valid attempt at a module.

5.8

If you do not attempt one element of assessment, whether that is an element of coursework or an examination, you will not be deemed to have made a valid attempt and you must re-register for that module in a later session.

5.9

When you re-register for a module you will be required to pay a module continuation fee; there is no academic penalty imposed if you are required to re-register.

5.10

When you re-register, any assessment elements for which you achieved a mark of 40% or above will be carried forward.

5.11

You will be required to retake any elements for which you achieved a mark of less than 40%, unless it is possible for you to proceed based on the rules for marginal compensation.

Assessment methods for *Research project 1: foundation* and *Research project 2: consolidation*

5.12

Research project 1: foundation is assessed by the completion and submission of a project plan to a satisfactory level. This is marked on a pass/fail basis and does not contribute to your final average, but must be passed to proceed to *Research project 2: consolidation*.

5.13

Research project 2: consolidation is assessed by an 8,000-word report.

Taking assessments

Refer to the rules on assessment and assessment offences in the [General Regulations](#).

See the website for the [list of examination centres](#).

5.14

Examinations take place at the end of each study session, with retakes in the following year.

See [General Regulations](#) for Rules for taking examinations

Penalty for exceeding the word limit

5.15

For coursework elements and the project, there is a maximum word limit. If you exceed the word limit, we will reduce the mark you receive as follows:

Excess number of words over the word limit	Penalty applied
Up to and including 10%	5 marks deducted from original mark
More than 10% up to and including 20%	10 marks deducted from original mark
More than 20%	10 marks deducted from the original mark. The updated mark will be capped at a maximum of 40%.

The content within the main body of text comprises the overall word count, including in-text citations, references, quotes, headings and sub-headings. The cover page, reference list and any appendices do not count towards the overall word count.

Marginal compensation for modules

5.16

We will allow marginal compensation for the overall result of modules if both:

- the examination element of assessment, where there is one, has been passed; and
- the mark awarded for the overall module is no more than 5% below the pass mark i.e. 35% - 39%.

5.17

Marginal compensation is permitted for a maximum of 15 credits at each FHEQ level, with the exception of the *Research project 1: foundation* module.

Mitigating circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

5.18

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the deadline date for coursework or project elements, and no later than three weeks after the examination date.

For details on how to submit notifications and evidence of mitigating circumstances, see the [assessment resources section](#) of the Student Portal.

5.19

If you have provided evidence of mitigating circumstances you may submit a request for an alternative session to continue your module studies.

5.20

This will be granted at the discretion of the Board of Examiners and in such cases we will allow you to defer all outstanding elements of assessment.

6 Number of attempts permitted at an examination

6.1

The maximum number of attempts permitted at any element of assessment is **three**.

Retaking an element of assessment

If you retake one or more elements of assessment for a module you will have to pay a module continuation fee when you register for the module to retake the assessment. You may only register for a retake once your results have been ratified.

6.2

If your overall result for a module is a fail, you may retake any element of assessment for which you achieved less than 40%, provided that you do not exceed the maximum number of attempts.

6.3

You will not be permitted to retake any element which you have passed.

6.4

If you retake an element of assessment, your most recent mark will be used for classification.

6.5

If you fail **any** module at the third attempt your registration on the degree will cease, unless it is still possible to complete the programme based on the Marginal compensation rules.

7 Progression within the programme

Performance based admissions

The Performance based admission (PBA) route provides access to the programme for students who do not meet the academic requirements for direct entry. If you are admitted to the programme through the PBA route you must pass two required modules before progressing to the full BSc.

If you meet the criteria set out in regulation 7.2 below, you may progress to the BSc at a quicker rate via interim modules.

7.1

To enter the BSc via the Performance based admission route, you must first register for and pass the following required modules:

- *Biological psychology*;
AND EITHER
- *Research design and statistics 1A*; OR
- *Research design and statistics 1B*.

7.2

If you achieve a mark of 50% or above in the mid-point assessment for the two required modules that you take, you will be permitted to register for the following interim modules in the next study session:

- The *Research design and statistics* module (1A or 1B) that you did not take as a required module; AND
- Another FHEQ Level 4 module of your choice.

You can choose to register for either one or two interim modules. If you choose to register for one interim module only, this will be the *Research design and statistics* module (1A or 1B) that you did not take as a required module.

All FHEQ Level 4 modules are listed in [Appendix A](#).

7.3

If after progressing to the interim module/s you receive an overall result of 39% or below in one or both of the required modules (*Biological psychology* and either *Research design and statistics 1A* or *Research design and statistics 1B*):

- You must retake the element/s of assessment that you did not pass until you have achieved a pass in both required modules, subject to the maximum number of attempts permitted. You are not permitted to register on any additional modules until you have passed the required modules.
- Once you have achieved an overall result of 40% or above for both required modules, with at least 40% in each element of assessment, you will be permitted to register for additional modules on the BSc programme in the next available session, subject to any relevant progression rules.

7.4

If you achieve a mark of 49% or below in the mid-point assessment for one or both of the required modules, you may continue to the end-point assessment(s). If you achieve an overall result of 40% or above in both modules, with at least 40% in each element of assessment, you will be permitted to progress to the full BSc and continue your studies in the next available session, subject to any relevant progression rules.

7.5

Where you have not passed both required modules, you must retake the failed module/s, providing you have not exhausted all attempts and you are still within the maximum period of registration. You will not be permitted to register on the full BSc until you achieve a pass in both modules. Interim modules cannot count towards the passing of the required modules.

You must pass the required modules that you initially registered on in order to progress to the full BSc. For example, in the scenario that you have passed *Biological psychology* and *Research design and statistics 1B* taken as an interim module but must retake the *Research design and statistics 1A* taken as a required module, you must pass *Research design and statistics 1A* before you can progress to the full BSc.

7.6

You will be permitted three attempts at each required module. If you fail either module at the third attempt, your registration will cease and you will not be permitted onto the full BSc programme. Marginal compensation will not be applicable to these modules.

Requirements to progress through the BSc

7.7

To progress to FHEQ Level 5 modules, you must have attempted at least 60 credits at Level 4. Module selection will also be subject to any relevant prerequisite rules.

7.8

If you register for any FHEQ Level 5 modules, you must register concurrently for any Level 4 modules not yet attempted.

7.9

To progress to FHEQ Level 6 modules, you must have attempted at least 60 credits at Level 5. Module selection will also be subject to any relevant prerequisite rules.

7.10

If you register for any FHEQ Level 6 modules, you must register concurrently for any Level 5 modules not yet attempted.

8 Scheme of award

See [Section 5](#) for the rule on Marginal compensation.

8.1

To be considered for the award of a BSc degree with honours you are required to have completed, with sufficient passes subject to the rules for Marginal compensation, modules to the value of **360 credits**.

8.2

The BSc will be classified according to the following scale:

Final average	Classification
70% or above	First Class Honours
60% - 69%	Second Class Honours (Upper Division)
50% - 59%	Second Class Honours (Lower Division)
40% - 49%	Third Class Honours
0 - 39%	Fail

8.3

Each module is worth 15 credits, with the exception of *Research project 2: consolidation* which is worth 30 credits. To calculate the final grade for the award, the marks for the modules are weighted according to credit value.

Exit qualifications

8.4

If you are registered on the BSc and are unable to complete your studies, or you have passed modules to a total value of less than 360 credits, you may be eligible for an exit qualification of either a Certificate of Higher Education in Psychology or a Diploma of Higher Education in Psychology.

8.5

The scale used for classification of any exit qualification is:

Final average	Classification
40% or above	Pass
0 - 39%	Fail

Diploma of Higher Education in Psychology

8.6

If you have successfully completed at least **240 credits**, with a minimum of 90 credits at Level 5, you may be considered for the award of a **Diploma of Higher Education in Psychology**.

8.7

The final mark is determined by an average of the marks obtained from each of the modules studied.

Certificate of Higher Education in Psychology

8.8

If you have successfully completed at least **120 credits**, with a minimum of 90 credits at Level 4, you may be considered for the award of a **Certificate of Higher Education in Psychology**.

8.9

The final mark is determined by an average of the marks obtained from each of the modules studied.

Appendix A – Structure of the programmes

A detailed outline of the module syllabus is provided on the Psychology course [page](#), under Programme structure.

Not all modules are available in every session. Refer to the VLE for more details on the availability of modules.

BSc Psychology

FHEQ Level 4

Eight compulsory modules (each worth 15 credits):

PL1005	Research design and statistics 1A
PL1010	Research design and statistics 1B
PL1015	Applications of psychology
PL1020	Developmental psychology
PL1025	Learning, personality and intelligence
PL1030	Biological psychology
PL1035	Social psychology
PL1040	Research skills 1: qualitative skills

FHEQ Level 5

Eight compulsory modules [each worth 15 credits]:

PL2005	Research skills 2: literature skills
PL2010	Cognitive psychology
PL2015	Understanding individual differences
PL2020	Research design and statistics 2A: analysis of variance
PL2025	Health and addictive behaviours
PL2030	Research design and statistics 2B: multivariate measures
PL2035	Philosophy of psychology
PL2040	Clinical psychology

FHEQ Level 6

Five compulsory modules:

PL3005	Current issues in neuroscience [15 credits]
<i>PL3010</i>	<i>Gender and mental health [15 credits]*</i>
PL3015	Mental health around the world [15 credits]
<i>PL3020</i>	<i>Occupational psychology [15 credits]*</i>
PL3025	Forensic psychology [15 credits]

And

PL3030 Research project 1: foundation [15 credits]

*PL3035 Research project 2: consolidation [30 credits]**

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

Appendix B – Module descriptions

FHEQ Level 4

Research design and statistics 1A [PL1005]

With the focus on examining group differences in measurement data, this module provides foundational training in the principles and skills required for understanding, applying, and conducting psychological research. The module will cover (1) the principles of research (research methodology, measurement, design) and (2) data analysis (understanding, conducting and reporting data analysis).

Students will learn about the key principles that underpin the design, implementation and interpretation of research studies about human behaviour, with a particular focus on behavioural experiments. Students will also be taught a range of statistical techniques, and learn how to interpret the information that these techniques produce, so that they are better able to understand and interpret psychological research conducted by others, and are equipped to conduct psychological research and to draw appropriate conclusions from this research.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research design and statistics 1B [PL1010]

With the focus on examining correlations and associations, this module provides foundational training in the principles and skills required for understanding, applying, and conducting psychological research. The module will cover (1) the principles of research (research methodology, measurement, design) and (2) data analysis (understanding, conducting and reporting data analysis).

Students will learn about the key principles that underpin the design, implementation and interpretation of research studies about human behaviour, with a particular focus on the features of descriptive and correlational research and its limitations (e.g., third-variable explanations).

Students will be taught a range of statistical techniques, including inferential tests of linear relationships and association. They will learn how to interpret the information that these techniques produce, so that they are better able to understand and interpret psychological research conducted by others, and are equipped to conduct psychological research and to draw appropriate conclusions from this research.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Applications of psychology [PL1015]

This module aims to provide students with an opportunity to apply knowledge from psychology to real-world situations, and to develop their transferable skills, including project and time management, IT and presentation skills.

Through exposure to real-world issues students will see the many ways in which Psychology, combined with other disciplines, can make a significant contribution based on research and its application to complex situations.

Assessment: Two elements of coursework submitted at the session mid-point (50%) and end-point (50%) respectively.

Developmental psychology [PL1020]

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. Developmental psychology is a multidisciplinary framework, with much attention being paid to the distinction between 'nature' and 'nurture' and the status genetic and environmental explanations for psychological development.

The aim of this module is to underpin our understanding of the development of behaviour and cognition throughout the lifespan, with specific focus on childhood.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Learning, personality and intelligence [PL1025]

This module explores personality and intelligence and consider different models for explaining and predicting how you will behave. We will address what personality is, how personality develops and what behaviour we can predict from personality. We will consider the same questions for intelligence. The module will introduce you to learning theory and ideas of behavioural psychology – we will consider how our life experience shapes who we are today.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Biological psychology [PL1030]

Understanding how the brain functions can provide an extremely valuable insight into how we operate in everyday tasks and in ill-health. The human brain is one of the most complex organs and one which we have only relatively recently been able to study in action. This module will provide you with a foundation in neuroscience, that is the science of the nervous system, and examine what this means for our understanding of key functions including perception, attention and memory and several conditions and diseases.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Social psychology [PL1035]

Humans are inherently social. Understanding the psychology of the individual depends on understanding how individuals respond to, and are influenced by, social settings. This module provides an overview of social psychology, the scientific study of how people think, feel and behave in social contexts.

The module aims to cover fundamental concepts, theories, methods, and empirical insights from social psychology, and to illustrate them in relation to contemporary applied issues (e.g. racism, conflict, crowd behaviour). Later in the module, 'crises' in social psychology are covered as one of these contemporary issues, providing the opportunity to critique social psychology itself, and science more broadly, using the theories and concepts provided by social psychology.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research skills 1: qualitative skills [PL1040]

The Psychological Skills modules develop students' knowledge of the field and ways of working effectively in it, particularly in terms of accessing, learning and applying research.

This module aims to introduce students to qualitative methods of data collection, and to teach students introductory qualitative research skills.

Assessment: Two elements of coursework submitted at the session mid-point (50%) and end-point (50%) respectively.

FHEQ Level 5

Research skills 2: literature skills [PL2005]

The Psychological Skills modules develop students' knowledge of the field and ways of working effectively in it, particularly in terms of accessing, learning and applying research. This module aims to teach students how to search databases for literature, conduct a systematic literature review, write a concise report of the process of conducting a systematic review, and introduce students to the principles of meta-analysis.

Assessment: One unseen examination at the session end-point (20%) and also one element of coursework to be submitted at the session end-point (80%).

Cognitive psychology [PL2010] [*previously named Perception and memory*]

This module covers human memory and perception as key cognitive processes that underpin much psychological functioning and behaviour. It aims to build upon the material taught in the Level 4 modules and allow students to appreciate how the material from the various domains of psychological enquiry can be integrated to the study of how we represent the world.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Understanding individual differences [PL2015]

This module shows how an integration of material from across the range of disciplines within psychological science can be applied to understand the ways in which differences between individuals can arise. The module will critically examine the classical dichotomy of 'nature vs. nurture', and explore how a range of investigative techniques (including twin studies and statistical genetic analysis) have developed our understanding of psychological variation.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research design and statistics 2A: analysis of variance [PL2020]

This module builds on the Research Design and Statistics 1A and 1B modules. Students will extend their knowledge of statistical analysis techniques to include the theory and applications of Analysis of Variance in order to draw conclusions about multiple population means. This will include practical aspects of performing analyses using suitable statistical software.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Health and addictive behaviours [PL2025] [*Previously named Psychology of choice and Health, addictions and wellbeing*]

The module will explore the concept of agency and goal-seeking behaviour; the notion of automaticity and habitual action; and the definition, causes and consequences of addiction.

It explores how psychology allows us an understanding of the mechanisms behind the choices we make, including situations such as addiction, where people seem to have a reduced ability to choose.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research design and statistics 2B: multivariate measures [PL2030]

This module builds on the Research Design and Statistics 1A and 1B modules. Using examples of multivariate measures students will extend their knowledge of statistical analysis techniques, including the practical aspects of performing analysis using suitable statistical software. Students will also learn the theory and application of multivariate data analysis.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Philosophy of psychology [PL2035] *[previously named Human performance]*

This module will explore philosophical questions at the foundations of scientific psychology and cognitive science, focusing on the nature of mental representation. Topics will include some or all of the following: the foundational premise that animal behaviour, and human behaviour in particular, can be explained in terms of mental representations; the nature of psychological explanation; mental imagery, the 'Language of Thought' and cognitive maps; predictive coding and Bayesian models of the brain; the neural correlates of consciousness; the use of brain imaging to ascribe mental representations; mirror neurons and representations of others' minds; implicit attitudes and implicit bias.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Clinical psychology [PL2040]

The module will cover the definition of common mental health conditions, their clinical presentation, and diagnostic criteria. Psychological intervention approaches will be introduced alongside assessment methods. Students will have the opportunity to appreciate the contribution of psychological interventions to mental health problems via case studies, demonstrations, and lectures by expert clinicians. The module will also cover issues related to research and evidence-gathering in the field of clinical psychology. Through learning activities, there will be opportunities to think critically and reflect upon relevant issues including diagnosis, psychological interventions, and their outcomes.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

FHEQ Level 6

Not all modules will be available in the October 2021 or April 2022 sessions of the 2021–2022 academic year but will be launching in subsequent sessions. Where this is the case this is indicated below the module description.

Current issues in neuroscience [PL3005]

By examining the role of neuroscience in marketing, health, legal and education contexts students will learn to critically evaluate claims and evidence.

This module aims to provide students with an opportunity to develop their knowledge of current applications of neuroscience and the issues these raise, as well as developing their presentation skills and independent research skills in the area of information literacy.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Gender and mental health [PL3010]*

Gender differences in the burden of mental illness are well-established, with women experiencing higher prevalence of disorders such as depression and anxiety. Identifying gender specific risk factors and effective interventions for mental illness is of crucial importance, yet vulnerable populations, such as pregnant women with mental illness, are often excluded from research for practical and ethical reasons. This limits the evidence base for policymaking, service delivery, and clinical decision making.

This module aims to provide students with an opportunity to develop knowledge and understanding of the influence of gender on the nature and determinants of mental health, with a focus on women's mental health. It also aims to develop the capacity to critically appraise epidemiological research methods in the context of mental health research.

Assessment: Two elements of coursework submitted at the session mid-point (30%) and end-point (70%) respectively.

***Not available in 2021–2022**

Mental health around the world [PL3015]

This module aims to provide a comprehensive introduction to the core themes and methodologies associated with the new field of Global Mental Health, namely evidence, research methods and theories associated with all aspects of mental health as these apply to low and middle income country (LMIC) settings.

Assessment: One element of coursework submitted at the session end-point (100%)

Occupational psychology [PL3020]*

The module aims to cover key concepts, methods and insights from work and organisational psychology to illustrate them in relation to professional practice issues. The module will enable students to apply the methods and rigour of psychology to issues important to business in order to advance understanding of individual, group and organisational factors in relation to business effectiveness.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

***Not available in 2021–2022**

Forensic psychology [PL3025]

This module will give students an understanding of the role psychology plays in a variety of forensic settings, including prisons, secure units, and community settings. The module will critically evaluate how to define and measure the construct of crime and will examine the main psychological theories and models that have contributed to our understanding of criminality. Given the applied focus of the module, there will be an emphasis on the assessment and treatment of offenders.

The module explores how clinical and forensic psychologists work as scientist-practitioners and reflective-practitioners in a variety of challenging environments.

Assessment: One element of coursework to be submitted at the session mid-point (30%) and one unseen examination at the session end-point (70%)

Research project 1: foundation [PL3030] *[previously named Research project preparation]*

This module aims to provide students with an opportunity to properly plan and prepare for their project, including the understanding of the practical and professional requirements of the research. This includes the demonstration of the required ethical research standards, and the appropriate approval of the research by a Research Ethics Committee.

Assessment: One Project plan to be submitted at the session mid-point (100%)

Research project 2: consolidation [PL3035]* *[previously named Research project]*

This module aims to provide students with an opportunity to conduct and report original research. Students will collect data using the methods and materials approved in the Research Project Preparation module and analyse and report the data in the form of an original written paper.

Assessment: One 8,000-word report (100%)

***Not available in 2021–2022**

Appendix C – Assessment criteria – Examinations and coursework

Elements of assessment will be marked according to the following criteria:

		Level 4	Level 5	Level 6
First 90-100	All levels	Outstanding answer, well written, highly structured & informed, showing striking personal insight and originality		
	Understanding	Full understanding of key facts demonstrating for example originality in written assignments, comprehensive understanding of the knowledge base and critical judgement.	Full understanding of key facts demonstrating for example originality in written assignments, comprehensive understanding of the knowledge base and critical judgement.	Extensive understanding of key facts demonstrating an ability to formulate ideas in analysis, comprehensive understanding of methodologies with a high degree of precision, highly independent and critical judgement.
	Depth of Knowledge	Extensive range of sources used and applied, appropriately to the assignment and of outstanding quality.	Extensive range of sources used and applied appropriately to the assignment, insightful and of outstanding quality.	Extensive range of sources used and applied, to the assignment in a highly insightful manner and of outstanding quality.
	Structure	Excellent structured, focused and well written presentation.	Excellent structured, focused and well written presentation. Compelling arguments made.	Excellent structured, focused and well written presentation. Compelling argument throughout.
First 80-89	All levels	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and originality		
	Understanding	Thorough understanding of key facts with informed discussion. Evidence of critical evaluation.	Thorough understanding of key facts with evidence of evaluation in the discussion. Independent and critical evaluation.	Thorough understanding of key facts with insightful discussion, and independent and critical evaluation integrated throughout.
	Depth of Knowledge	Full range of sources used and applied in a focussed manner.	Full range of sources used and applied in a highly focused manner.	Full range of sources used and applied in a detailed integrative way throughout the work.
	Structure	Clear and fluent style. Very well focused and structured.	Clear and fluent style. Very well focused and structured.	Clear and fluent style. Very well focused and structured.
First 70-79	All levels	Thoughtful answer informed by wider reading showing clarity of thought and personal insight		
	Understanding	Thorough understanding of key facts with sound discussion.	Thorough understanding of key concepts demonstrating insight and a good level of evaluation	Thorough understanding of key concepts with insightful and creative analysis.
	Depth of Knowledge	A comprehensive range of relevant literature used	Comprehensive range of relevant literature, evidence is used to support arguments, awareness of wider issues.	Comprehensive range of relevant literature / evidence used demonstrating independent thought and extensive reading.
	Structure	Clear and logical presentation.	Clear, logical and integrated presentation.	Clear, fluent, integrated and focussed presentation.

Upper 2nd 60 – 69	All Levels	Good understanding of basic principles and relevant evidence, with a coherent and logical argument		
	Understanding	Good understanding of key facts showing evidence of discussion.	Good understanding of key concepts with development of analytical thought.	Good understanding of all key issues and wider implications with a convincing analysis.
	Depth of Knowledge	Relevant literature	Good use of relevant literature	Breadth in examples and literature / evidence used without any major omissions. Demonstrates extended reading.
	Structure	Coherent and well organised presentation.	Coherent, well organised and logical presentation.	Coherent, well organised and logical presentation.
Lower 2nd 50 – 59	All Levels	Sound understanding demonstrated with some analysis		
	Understanding	Sound understanding of most facts but is mainly descriptive.	Sound understanding of the key issues is demonstrated, evaluative thought is apparent in some areas	Sound understanding of basic principles and main key issues with evidence of analysis or synthesis.
	Depth of Knowledge	Appropriate reading, attempts made to use the material in the work.	Appropriate reading is demonstrated to support the discussion.	Appropriate material accessed but little evidence of extended reading, possibly some omissions.
	Structure	Clearly presented but little development.	Clearly presented but little development.	Clearly presented and some structure but little development.
Third 40 – 49	All Levels	Basic understanding of main issues demonstrated		
	Understanding	General knowledge of some areas demonstrated but lacks detail	General knowledge demonstrated but the work is mainly descriptive.	General knowledge demonstrated but analysis limited in depth and breadth.
	Depth of Knowledge	Basic literature / material are limited. Low quality in a number of areas.	Sparse coverage of basic literature / material. Low quality in a number of areas and poor range of reading.	Skeletal coverage of basic literature / material. Insufficient use of known literature. Low quality in a number of areas.
	Structure	Adequate presentation. Some disorganised sections.	Adequate presentation. Some unclear sections.	Adequate presentation and generally logical.
Fail 33 – 39 ¹	All Levels	Unsystematic incomplete and / or inaccurate FAIL.		
	Understanding	Some knowledge but limited understanding. Work contains inaccuracies and meaning is unclear	Some knowledge but does not focus on the question or is very limited. Descriptive work with little recognisable analysis	Key issues not identified poor analysis.
	Depth of Knowledge	Limited and/or inappropriate literature/material. Poorly referenced	Inappropriate literature/material used in assignment. Key tests missing	Inappropriate literature/material used in the assignment. Insufficient reference to the literature some key texts missing.
	Structure	Disorganised/unclear presentation. Lacked logical order, structure not apparent	Disorganised/unclear presentation with loose ends.	Disorganised/unclear presentation. Argument sketchy
Fail 20- 32	All Levels	Unsystematic incomplete and / or inaccurate, FAIL.		
	Understanding	Work is mainly inaccurate or meaning is very unclear.	Very little knowledge lacks focus with no recognisable analysis.	Very poor analysis or none evident.
	Depth of Knowledge	Poor and/or inappropriate literature/material. Shows lack of understanding of the assignment	Poor and/or inappropriate literature, lacking accuracy, unsound, limited range of sources. Demonstrated poor understanding of topic	Poor and/or inappropriate literature, lacking accuracy, unsound, limited/dated range of sources. Limited understanding of topic
	Structure	Poor presentation, spelling errors, limited structure,	Poor presentation, spelling and grammatical errors, unacceptably brief	Poor presentation, clumsy and disjointed, spelling and grammatical errors, conventions not followed, unacceptably brief

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	All Levels	Unsystematic incomplete and / or inaccurate, FAIL.		
Fail 0- 19	Understanding	Work is mainly inaccurate or meaning is very unclear, uncritical and confused. Difficult to follow	Very little knowledge and understanding of key concepts.	No analysis evident
	Depth of Knowledge	Poor and/or inappropriate literature/material. Shows no discernible knowledge or understanding.	Poor and/or inappropriate literature/material. Shows no discernible knowledge or understanding, lacks coherence.	Poor and inappropriate literature, lacking accuracy, unsound. Poor uses of sources, no use of evidence to support argument. Very limited understanding of topic.
	Structure	Very poor presentation, poor spelling and grammar, lacks structure.	Very poor presentation, poor spelling and grammar, lacks structure.	Very poor presentation, poor spelling and grammar, lacks structure.

Appendix D – Assessment criteria – Project plan

Pass/Fail	Criteria
Pass	<p>Student has identified an appropriate research topic, design and provisional research question.</p> <p>Student demonstrates understanding of, and intention to abide by, the appropriate ethical approval and participant consent procedures, in line with their chosen topic design and research question.</p> <p>Title, introduction outline, research question/hypotheses and literature search parameters are appropriate for the proposed project.</p> <p>Student demonstrates ability to provide a convincing rationale for each section of the proposed project.</p>
Fail	<p>Student has NOT identified an appropriate research topic, design or provisional research question.</p> <p>Student does not demonstrate understanding of, or intention to abide by, the appropriate ethical approval and participant consent procedures, in line with their chosen topic design and research question.</p> <p>Title, introduction outline, research question/hypotheses and literature search parameters are NOT appropriate for the proposed project.</p> <p>Student does not provide a convincing rationale for one or more sections of the proposed project.</p>