Template C4

Programme Specification

Title of Course: *BSc (Hons) Psychology*

Date first produced	01/02/2024
Date last revised	04/03/2024
Date of implementation of current version	02/09/2024
Version number	7
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Psychology
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Psychology Ordinary Degree Psychology Dip HE Psychology
Course Code *For each pathway and mode of delivery*	UPPSY1PSY01 UFPSY1PSY01
UCAS code *For each pathway*	not required

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Psychology with Professional Placement
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Psychology with Professional Placement Ordinary Degree Psychology with Professional Placement Dip HE Psychology with Professional Placement
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 3 Part-time - 6 With Professional Placement - 4
Maximum period of registration:	Full-time - 6 Part-time - 12 With Professional Placement - 7

Entry Requirements:	The minimum entry qualifications for the programme are: From A levels:120-136 UCAS tariff points (to include at least two A-levels or equivalent qualifications. Degree with foundation year 64. BTEC National: Lvl3 National: Distinction, Distinction, Merit (DDM). ⌷ Candidates are normally required to hold five GCSE subjects at grade C/4 or above, including Mathematics and English Language. We welcome applications from International Applicants. Please view our standard entry requirements from your country All non-UK applicants must meet our English Language requirements. For this course it is Academic IELTS of 6.0 overall, with no element below 5.5 Entry is normally at Level 4 with A-level or equivalent qualifications . Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September. Students working directly with children, adolescents or protected populations in any module must submit to and pass a DBS check. Without this, students are not allowed to interview, test or work with protected populations. Passing a DBS check, however, does not automatically allow students to work with children or other protected populations; the final decision is at the discretion of the course leader.
Programme Accredited by:	British Psychological Society (BPS)
QAA Subject Benchmark Statements:	British Psychological Society (BPS)
Approved Variants:	In accordance with BPS Regulations, the project/dissertation module must be passed and cannot be compensated for any accredited award. An accredited award at UG Level is a 2:2 or above on any accredited route. Modules PS4001 and PS5001 cannot be trailed
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and	n/a

Admission process:	
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

Psychology is a fascinating, dynamic and challenging discipline that is both inspiring and relevant to society today. Psychology at Kingston delivers a coherent, contemporary, and professionally accredited programme in psychology.

The course is designed to develop a strong theoretical and applied knowledge base in Forensic Psychology while also aiming to develop some of the most employer-valued skills in an increasingly competitive job market. These work skills include teamwork, communication, time and task management skills, data analysis, problem solving, and critical evaluation. As a Kingston University course, we are also committed to ensuring that our graduates emerge with the future skills identified in our Town House Strategy, which include innovation, problem-solving, and creative thinking.

The course aims:

· To offer students the opportunity to cover the core areas of psychology and a range of complementary optional areas, exposing students to a wide range of approaches, applications, and skills;

· To promote an enthusiasm for and knowledge of the discipline of psychology;

· To make students aware of the interdependence of theory and evidence and of the relevance of psychology to real world problems;

· To foster competence in the skills of psychological reasoning;

· To enable students to critically evaluate theories, debates and research in psychology;

· To enable students to design and execute empirical research;

· To provide opportunities for the acquisition of generic skills in written and oral communication, independent learning, teamwork, information technology, and numeracy;

· To offer students a broadly based undergraduate course which will provide good career opportunities;

· To raise students' awareness of ethical issues and their appropriate resolution in psychological research.

B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Demonstrate knowledge and understanding of a range of psychological theories and approaches which cover key aspects of psychology, and understanding of a range of psychological approaches which go beyond the standard key areas and involve specialist areas of interest.	B1	Demonstrate comprehensive knowledge of Psychology with areas of in-depth specialisation.	C1	Write an appropriate review of the literature, and present and evaluate research findings to a higher level of proficiency
A2	Appreciate the role of research in the development of psychological thought, applying psychology research competencies, and a wide range of research methodologies and statistics.	B2	Integrate ideas and findings across the multiple perspectives of Psychology and recognise distinct psychological approaches to relevant issues	C2	Carry out empirical studies involving a variety of methods of data collection (experiments, observation, psychometric tests, questionnaires, interviews) and analyse data using statistical methods
A3	Demonstrate extensive knowledge of the way in which psychology has an impact upon society and individuals.	B3	Critically review evidence, including issues of reliability, validity and significance, and to investigate contradictory information	C3	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
A4	Gain additional knowledge and understanding of the ethical considerations and their importance in psychological practice and research	B4	Analyse and transform new and/or abstract data and concepts towards a given purpose independently, and to design novel solutions	C4	Demonstrate an ability to use of a variety of general and specific library and research resources to source appropriate information
A5	Have additional knowledge of the historical and philosophical development of psychology as an academic discipline	B5	Develop and sustain an argument independently in written and oral formats		

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Full details of each module will be provided in module descriptors and on the VLE. Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process. Core modules provide a comprehensive coverage of the key areas of psychology in accordance with BPS and subject benchmarks. Optional modules allow students to specialise and further augment their understanding in the areas of their choice.
For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification

BSc (Hons) Psychology

Level 4							
BSc (Hons) Psychology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Foundations of Psychology	PS4002	30	4	1 and 2		1	1
Historical and Philosophical Concepts in Psychology	PS4003	30	4	1 and 2		1	1
Psychology Research Methods 1	PS4001	30	4	1 and 2		1	1
Social Selves	SO4003	30	4	1 and 2		1	1
Optional Modules							

Progression to Level 5

Progression to Level 5 requires students to have successfully passed 120 L4 credits including passes in PS4001.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above so long as PS4001 has been passed. The outstanding 30 credits from level 4 (can be trailed into level 5 and must be passed before progression to level 6. The module PS4001 cannot be trailed. Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Psychology.

Level 5							
BSc (Hons) Psychology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Brain, Behaviour and Cognition	PS5003	30	5	1 and 2		2	2
Psychology Research Methods 2	PS5001	30	5	1 and 2	PS4001	2	2
Social and Developmental Psychology	PS5012	30	5	Year long		2	3
Optional Modules							
Applied Psychology: Theory and Practice	PS5009	30	5	1 and 2		2	2
Mental Health and Brain Function	PS5008	30	5	1 and 2		2	2

Progression to Level 6

Progression to Level 5 requires students to have successfully passed 120 L4 credits including passes in PS5001.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above so long as PS5001 has been passed. The outstanding 30 credits from level 5 (can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate). The module P5001 cannot be trailed.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Psychology.

Level 6							
BSc (Hons) Psychology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Psychology Research Project	PS6000	30	6	1 and 2	PS5001	3	3
Optional Modules							
Advanced Developmental Psychology	PS6002	30	6	1 and 2		1	1

Module	Code						
Advanced Issues in the Psychology of Thinking	PS6008	30	6	1 and 2		3	3
Critical Social Psychology: Memory, Narrative and Representation	PS6004	30	6	1 and 2		3	3
Introduction to Forensic Psychology	PS6011	30	6	1 and 2		3	3
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	1 and 2		3	3
Occupational Psychology	PS6013	30	6	1 and 2		3	3
Psychology of Art	PS6017	30	6	1 and 2		3	3
Psychotherapeutic Psychology and Mental Health: from Theory to Practice	PS6014	30	6	1 and 2		3	3
The Psychology of Health and Well Being	PS6005	30	6	1 and 2		3	3

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules PS6000 (Psychology Research Project) and either PS6002, PS6003, PS6004, PS6005 or PS6008 plus two additional 30 credit option modules.
Choice of option modules may determine the level 6 Research Project topic.

BSc (Hons) Psychology with Professional Placement

D. Principles of Teaching, Learning and Assessment

The teaching, learning and assessment strategies have been devised in accordance with the University's curriculum design principles and the inclusive curriculum framework, which focus on helping students to become independent learners and providing an interactive and supportive learning environment. In line with the University Future Skills focus the course team aims "to provide a variety of high-quality learning experiences designed to allow students to flourish, to promote the development of lifelong learners and produce graduates that are sought after for their employability and social responsibility attributes".
The overall teaching and learning strategy promotes greater levels of responsibility, discipline and resourcefulness as students' progress through the course. Students will be introduced to the structure and nature of the curriculum during induction. Induction at L4 and re-inductions at Ls 5 and 6 are common practice in the Department of Psychology. During induction, students learn about the programme, the teaching and learning in modules, assessment types, deadlines, opportunities, employability, and the Personal Tutor scheme.
The teaching and learning strategy encompasses:
- Lectures
- Interactive lectures

- Group discussions
- Groupwork
- Workshops
- Tutorials (where appropriate)
- Student-directed reading
- Laboratory workshops
- VLE-based activities and discussion boards

Opportunities for smaller group interaction exist at all levels where the quality of the contact between student and the member of staff is enhanced to facilitate learning outcomes. At L4, the group of students will be divided into small groups for workshops that run in parallel between two modules, PS4002 Foundations of Psychology and PS4001 Research Methods 1. These workshops will enable students to work on contents of both modules, for example, practice the ability to use statistical software, analyse and report quantitative and qualitative data, discuss interactively topics learnt in the Foundations course, while exploring issues such as plagiarism, how to write a lab report. At L5, the laboratory workshops form part of Research Methods 2. This will enable students to explore more in-depth research designs involving multiple independent variables and more advanced inferential statistics. At L6, lectures/workshops will run alongside small group supervision sessions for the PS6000 Research Project. In these sessions, students will discuss issues pertaining to their final year and their project. Discussion topics include (for example) employability and psychology professionals in the real world, enhancing skills for the psychology market, fine tuning practical skills such as argument development, APA-style referencing, how to develop a thesis, issues in the ethical considerations of psychological research, and interpersonal and communication skills.

The first-year experience is regarded as particularly important in terms of providing a strong foundation for the study of psychology. An understanding of key psychological theory, concepts, perspectives and methods are delivered over an integrated set of modules using a variety of teaching methods including laboratory workshops, lectures and group tutorials. Strong emphasis is placed on study skills throughout the year, in particular via the PS4002 Foundations of Psychology and PS4001 Psychology Research Methods 1, which have a specific embedded skills agenda. The future skills agenda is embedded within modules as we start to prepare students to develop a range of graduate attributes. PS4003 Historical and Philosophical Concepts in Psychology provides the grounding required by the BPS on historical and conceptual issues in the field. Additional support to students is available through Academic Skills Centres.

At level 5 there is a greater emphasis upon self-directed learning and critical understanding and students are expected to refine their skills in literature sourcing and referencing and develop their capacity to collect and analyse primary data. This is facilitated via laboratory workshops, on-line materials and tutorial support. Students move from a more descriptive understanding of psychology to its analysis and application across a range of topic areas. We continue to develop students' graduate attributes at level 5 on their future skills journey through our teaching, learning and assessment.

At level 6 the emphasis is placed upon deepening students' critical understanding of psychology and the development of research proficiencies. Modules at this level cover both new areas and extend and develop previous topics and practical skills.

The strategies and the accompanying assessment procedures of individual modules are designed to achieve the general aims and objectives of the degree. These involve, among other things, students gaining a broad knowledge and sound understanding of the programme's topic areas, promoting their capacity to read, investigate and research and encouraging their skills in developing informed and well-supported arguments. In turn, the research modules are directed to promoting a range of practical skills, research competencies and numeracy.

The Research Project component of the course will involve a level of independent study on the part of the student which will be supported through supervision by a member of the academic team. This supervision will take the form of small group tutorials which will aim to provide structure and advice to students when they are planning, carrying out, analysing and writing-up their Research Project. These tutorials will be tailored to meet the research needs of students at each point of their project. The Research Project module runs across the entire year. Data collection cannot begin until after ethical approval is given. The Research Project provides students with the opportunity to pursue specific areas of psychology in more detail and allows students space to further develop and apply their graduate attributes.

The role of the Research Project supervisor is manifold, but primarily to guide the student throughout a successful completion of their Research Project. In addition to this supervision at L6, the supervisor takes on a role as Personal Tutor. Students continue to maintain contact with their previous personal tutor (from L4/L5). The personal tutor scheme is described more fully under the support for students and their learning section below.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (VLE) will provide students with access to a range of materials for each module. These materials will typically include lecture slides, activities, links to useful web-resources, assessment information and formative quizzes. Use of the collaborative tools offered by the VLE (e.g., discussion boards) will be encouraged to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. The VLE can be used from any networked PC in the University as well as from most PC's connected to the Internet.

A range of assessment approaches are employed across the programme. Our assessment strategy sets out core principles to ensure that students are provided with the right balance of challenge and support to achieve their best work. A variety of assessment methods facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines and clear mechanisms are in place to ensure we have a fair and transparent system of assessment. In addition, our Psychology assessments and assessment strategies are reviewed by the BPS in their accreditation reviews. The assessment strategy ensures that students are exposed to a range of assessment procedures which encourage different forms of learning and ensure that assessment burdens are fair and equitable across modules. To further support students, assessment in the course includes early low-stakes assessment, the use of formative assessment, feedback and feed-forward.

Examples of assessments employed in the Psychology programme include unseen exams, laboratory reports, poster presentations, group and individual presentations, laboratory and skills worksheets, logbooks, group projects, peer assessment, essays, multiple choice tests, short answer tests, research proposals and a Research Project. The types of assessment used are related to the learning outcomes of each module. For example, some modules (as part of their remit) introduce key ideas and information. These aspects might be most appropriately assessed through the use of multiple-choice tests and short answers; conversely, critical understanding of specific topics may be better suited to assessment via a research proposal or an essay. Formative and summative assessments are explicit in the module descriptors.

E. Support for Students and their Learning

Students are supported by:

- Course Leader/ Head of Department
- Level tutors
- Module Leaders

- A personal tutor
- A final year project supervisor
- Workshop/Laboratory tutors (when applicable, for relevant modules)
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (sometimes in collaboration with members of staff for specific use of equipment)
- An induction week at the beginning of L4, and tailored re-inductions at Ls 5 and 6
- Student Voice Committee
- The Student Union
- An online interactive virtual learning environment (accessible both on-site and remotely)
- A designated Psychology information advisor/librarian and specialised Psychology library resources
- Help Desk
- A range of university student support services, such as Academic Skills Support; Careers and Employability support; Placement Support (where applicable), advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support
- Psychology facilities (including a range of laboratories, equipment and software)

In addition to the many sources of student support available to Psychology students we also offer a comprehensive personal tutor scheme across levels 4-6. The role of the personal tutor is to provide appropriate academic advice and guidance to students, monitoring their progression from level to level, referring students to other University services as appropriate and to help students develop abilities which will allow them to be self-reliant and self-reflective. Personal tutors and tutees will meet throughout Levels 4 and 5 in timetabled sessions. At L4, the aims relate to supporting students to make the transition to HE learning comfortable, to develop good academic study skills and to enhance group interaction to develop cohort identity and collaborative skills. At L5, the aims are to support students to become increasingly independent as learners, and to start to explore with students' employability and opportunities. During the transition from L5 to L6, the primary PT will be the research supervisor for their dissertation and who will support the student during L6 continuing the conversation about employability and opportunities and fostering a sense of accomplishment amongst students. Students will also continue to be supported by their L4/L5 personal tutor who will be available as a second personal tutor as a source of support and information.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

- The BSc Psychology course is accredited by the British Psychological Society. The BPS monitors development of the programme, while ensuring its quality.

G. Employability and work-based learning

The Course aims to produce sought after graduates in Psychology who embody Kingston University's Graduate Attributes and have a range of future skills for the workplace whether this be in Psychology specific careers or the wide range of careers that value the many transferable skills achieved by a psychology graduate. Employability skills are embedded in modules and assessed throughout the course. Additionally, regular employability events, careers talks, visiting speakers from psychology relevant careers and information are available to students. Employability is designed into the programme in accordance with the university's future skills agenda as encompassed in the University Town House Strategy. Throughout the curriculum, students will have opportunities to reflect on their journey through university, their future goals and plans, CV writing, presentation skills, collaboration and teamwork skills. Students are also encouraged to enhance their employability skills by partaking in extracurricular activities throughout their time at KU. This enhances both psychology specific and generic employability. The module PS5009 "Applied Psychology" gives students the opportunity to gain work experience through a placement. Students are encouraged to seek relevant summer work or internships that will enable them to practise acquired skills and to develop their employability skills. The department strongly encourages and supports students who wish to take the Sandwich Placement Year route.
Graduate destination data has shown that our psychology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, to commercial, professional and managerial jobs. Many of our graduates choose to progress to further training and MSc courses. For example; graduates have entered clinical courses, teacher training, counselling courses and other postgraduate training.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

Subject Benchmark Statement - Psychology (qaa.ac.uk)
British Psychological Society (BPS)
Kingston University course page

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5					Level 6									
		PS4001	PS4002	PS4003	SO4003	PS5001	PS5003	PS5009	PS5012	PS5008	PS6013	PS6014	PS6017	PS6011	PS6008	PS6005	PS6002	PS6004	PS6000	PS6003
Knowledge & Understanding	A1		S	S	S		S	S		S	S	S	S		S	S	S	S	S	S
	A2	S	S	S			S	S		S	S	S	S		S	S	S	S	S	S
	A3		S	S	S		S				S	S	S	S	S	S	S			S
	A4	S	S	S		S	S	S						S		S	S	S	S	
	A5		S	S		S	S	S			S				S		S	S	S	
Intellectual Skills	B1		S	S			S	S		S	S	S	S	S	S	S	S	S	S	S
	B2	S	S	S	S	S		S		S	S	S	S	S	S	S	S	S	S	S
	B3	S	S			S	S	S		S	S	S	S	S	S	S	S	S	S	S
	B4	S	S		S	S	S			S							S	S	S	
	B5						S			S	S	S	S	S	S	S	S	S	S	S
Practical Skills	C1	S	S			S	S	S		S	S	S	S	S	S	S	S	S	S	S
	C2	S	S			S											S			
	C3	S				S											S			
	C4	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.