



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Psychology

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 18 Sep 2017

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2021-22

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Psychology
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Psychology
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	C800
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School Of Psychology
Programme Leader	Fenja Ziegler (FZiegler)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	British Psychological Society (BPS)
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The BSc (Hons) Psychology degree aims to provide students with a strong foundation of knowledge and expertise within the subject.

The degree is taught by research-active academics with specialist areas of expertise including cognitive neuropsychology, vision and attentional processing, infant cognition and language, mental health, and life span development.

Students are encouraged to participate in original research projects with staff throughout the course, and may have the opportunity to publish and present findings.

Students have the opportunity to learn through a combination of theoretical, lecture-based teaching, small group seminar discussion and practical experimentation. The course aims to enable students to develop their knowledge of psychology and their ability to design, conduct and assess independent research projects.

Students will be given the option to undertake a non-credit bearing International Study Year between years two and three of the programme. Successful achievement of the study year will lead to students receiving the final award of BSc (Hons) Psychology (International Study)

International study is a year-long module which enables students to spend a year studying abroad at one of the University's approved partner institutions. The School of Psychology considers studying abroad to be a valuable educational opportunity for students. Provision of this opportunity supports the educational aims of the programme and enhances the distinctiveness of the Psychology degree at Lincoln.

The optional year abroad is intended to:

- Enable students to benefit from studying within a cross cultural environment;
- Expose students to a wider academic and cultural experience;
- Enhance their future employment opportunities;
- Increase their cultural and professional mobility

The optional module “Conceptual, Historical and Philosophical Issues in Psychology” at level 2 is only for direct entry students to level 2. This option cannot be chosen by students who did the module “Conceptual & Historical Issues in Psychology” at level 1. Direct entry students to level 2 are strongly advised to choose the optional module “Conceptual, Historical and Philosophical Issues in Psychology” at level 2; choosing this module is necessary for receiving the Graduate Basis for Chartered Membership (GBC) as recognised by the British Psychological Society (BPS).

3.2 Aims and Objectives

Educational aims of the programme:

BSc (Hons) Psychology aims to produce graduate psychologists who are critical thinkers and independent researchers and provide opportunities for graduating students to be able to

- Tackle psychological problems and issues as independent researchers;
- Take a critical and analytical approach to problems;
- reflect on the nature of human behaviour in an informed and systematic manner;
- Employ a range of transferable skills, such as the ability to communicate effectively, to manage their time efficiently, and to make appropriate use of information technology;
- Apply their range of knowledge, skills and ethical understanding to contribute to the lives of others.

QAA Subject Benchmark Statement:

BSc (Hons) Psychology responds to the United Kingdom QAA benchmark statements for the subject of Psychology.

Internal contexts:

The School of Psychology is located in the College of Social Science. The programme has been accredited by the British Psychological Society (hereafter, the BPS) since 1993. Over its history, the Single Honours programme has always recruited strongly and remains one of the top recruiting subjects in the university's profile. The programme is consistent with the University's Teaching and Learning strategy, and specifically, provides an increased emphasis on research oriented teaching and student engagement. The Single Honours programme reflects the University's mission in providing students with a solid foundation and learning experience in the subject of psychology. The emphasis on high level analytical and transferable skills aims to equip students with the range of knowledge, skills and abilities necessary for the world of work and for lifelong learning.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Concepts, theories and research in the field of psychology; as exemplified by the 'core' components of the BPS Qualifying Examination syllabuses, the limitations of those and how they interrelate
- 2 The pertinent social, historical, scientific and philosophical issues and the wider context of psychology
- 3 The impact of individual differences and contextual factors on psychological functioning
- 4 And critical awareness of several specialised areas and/or applications, including cutting edge research in the discipline
- 5 A systematic knowledge of a range of research paradigms, research methods and techniques for analysis and measurement, including statistical analysis and measurement tools, and be aware of their strengths and limitations.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 6 Critically evaluate current psychological research and literature
- 7 Reason scientifically and statistically, and demonstrate the relationship between theory and evidence
- 8 Understand the role of evidence and make critical judgements about arguments in psychology
- 9 Recognise and identify meaningful patterns in behaviour and experience, being able to use multiple perspectives
- 10 Recognise the strengths and limitations of science in conceptualising human experience
- 11 Show an awareness of and understanding of ethical constraints associated with conducting research in diverse areas of psychology, and of the ethical context of psychology as a discipline
- 12 Apply psychological knowledge and effective problem solving to real life and research situations, taking into account the complexity and intricacies of the context

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 13 Exercise an ability to utilise a range of information sources (e.g., libraries, databases/search engines etc.) commonly employed within the subject
- 14 Demonstrate an ability to pose, operationalise and critique research questions
- 15 Demonstrate competence in research skills through practical activities
- 16 Record, analyse and interpret data at levels of complexity typical of current psychological research
- 17 Initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications, its contribution to psychological understanding and its limitations

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 18 Communicate ideas and research findings by written, oral and visual means, in a style appropriate for a professional readership/audience
- 19 Interpret and use numerical, statistical and other forms of data
- 20 Be computer literate and confident in using word processing, database and statistical software, and to integrate technology in pedagogic and research settings
- 21 Apply a systematic approach to problem solving; solve problems by clarifying questions, applying psychological theories, considering alternative solutions and evaluating outcomes
- 22 Show competence in the construction, analysis, and critical evaluation of an argument and the ability to employ a range of evidence to support arguments
- 23 Be aware of, and react appropriately to, contextual and interpersonal factors in groups and teams
- 24 Develop an ability to work both individually and collaboratively; undertake self-directed study and project management, in order to meet desired objectives
- 25 Reflect critically on own skills, learning and experience; evaluate personal strengths and weaknesses
- 26 Critically and reflectively engage with constructive feedback, both within group work contexts and individual study
- 27 Critically and ethically reflect on the application and contribution of psychology to meet personal, professional, and societal needs
- 28 Critically reflect upon the experience of living and studying in different cultural environments

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

Learning and Teaching strategy:

The teaching and learning strategy adopted within the BSc (Hons) Psychology aims to ensure that all learning empowers the students improving their levels of critical analysis, and their ability to express their ideas. Within Psychology, the strategy adopted to achieve this aim is:

- An emphasis on learning skills and support in Year 1 allowing increasing independence of learning over Years 2 and 3
- High levels of student support (both academic and pastoral) through the Level 4 tutorial system
- Ensuring that methods and contexts for teaching and learning are adapted and adaptable to the increasing diversity of learners
- Increased use of e-learning and diverse modes of teaching
- High level of departmental support for staff development in relation to module provision to ensure the highest standards of teaching
- An emphasis on career orientation and employability of graduates, including an understanding of vocational choice and the processes of career planning
- Teaching of specialist areas based on and supported by staff research
- Effective quality assurance and monitoring at both module and programme level

Students are provided with module documents that provide details of the lecture programme and seminar/tutorial/practical activities for the module along with information on required reading.

The most commonly used methods of teaching are:

- Lectures: lectures provide a guide to a topic, highlighting important areas and providing information on matters that may not be readily available from other sources.
- Tutorials at Level 4: tutorials provide a high level of support for Year 1 students and weekly attendance is compulsory. The weekly sessions cover tutorial work on core modules, work on study skills, including essay writing, group work and presentations, and provide a forum for personal development planning. Many of the study skills are taught through the use of formative assessment, particularly the essay writing and group work skills. Each student's individual tutor provides a point of contact for academic and personal issues.
- Seminars at Levels 5 and 6: Different modules adopt different schedules of seminars. Seminars provide students with an opportunity to discuss theories and issues often based on set readings, problems or discussion topics. This approach encourages students to develop both their knowledge of a topic area and their skills of problem solving, critical analysis and evaluation. Some modules also use seminars to develop relevant research skills and methods of analysis. The importance of careful preparation for seminars is stressed to students throughout.
- Research Skills Workshops and Practicals: In addition to lectures, the Research Skills modules also incorporate workshops and small group practical work. The workshops provide intensive 'hands-on' assistance in the use of experimental generators and statistical packages (SPSS). At Level 5, in parallel to the lecture/workshop programme, students carry out two major research projects in small groups that are supervised by a member of staff.

5.2. Assessment Strategy

The assessment strategy adopted within the BSc (Hons) Psychology considers the following factors:

- The extent to which the students ought to have an integrated experience of assessment
- The integration of learning outcomes and the importance of progression within the programme requires different expectations of students at different levels
- The assessment process must take account of the assessment workload and the need to avoid

undue pressure being placed on students by the coincidence of different forms of group and individual assessment

Assessment Strategy:

The aims of the module assessments are to provide a measure of the development and attainment of programme outcomes, including the attainment of high-level intellectual skills such as critical analysis and evaluation. In fact, the overall assessment strategy is such that the nature of the assessment varies across the three levels of the programme. The assessments at Levels 4 and 5 focus on the acquisition and understanding of knowledge and skills. In contrast, the Level 6 assessments place far greater emphasis on the ability to apply, analyse and evaluate knowledge.

The strategy is implemented through the following detailed requirements:

- Within a module, the assessment methods should be integrated with the teaching and learning methods and aim to assess the achievement of the stated learning outcomes
- Within a module, the assessment methods and criteria should be clearly expressed
- Within the programme, the modules should use a variety of assessment methods and innovative assessments should be encouraged
- At each level of the programme, the balance of assessment methods should reflect the level of study and the skills/abilities being assessed
- Within the programme, the assessments should be sufficiently sensitive and flexible to differentiate students in terms of their ability and the extent to which they have achieved the learning outcomes being assessed

A variety of assessment methods are used to test subject knowledge and understanding. The assessment regime is also designed to allow students to demonstrate the acquisition of key skills, including research skills, analytical skills, and writing and presentation skills. Students are assessed by coursework which takes the form of essays, practical reports, case studies, individual and group presentations, project proposals, and seminar outlines. Group work skills are assessed formatively within Level 4 tutorials, and summatively through the practical work at Level 5. Modules also assess through in-class tests and examinations. Examinations include traditional unseen papers, pre-released papers and open resource examinations. Coursework provides students with an important opportunity to reflect on the feedback given for an assessment and to think of ways to improve the quality of their work before they attempt their next assignment.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Developing Individual in Society 2019-20	30	Core
Brain, Behaviour & Cognition 2019-20	30	Core
Research Skills I 2019-20	15	Core
Research Skills II 2019-20	15	Core
Foundations of Applied Psychology 2019-20	15	Core
Conceptual & Historical Issues in Psychology 2019-20	15	Core

Level 2

Title	Credit Rating	Core / Optional
Developmental Psychology 2020-21	15	Core
Evolutionary Psychology 2020-21	15	Optional
Social Psychology 2020-21	15	Core
Cognition 2020-21	15	Core
Social Theories and Applications 2020-21	15	Optional
Brain and Behaviour 2020-21	15	Optional
Comparative Social Behaviour and Cognition 2020-21	15	Optional
Research Internship Elective 2020-21	15	Optional
Psychology in the News 2020-21	15	Optional
Learning and Conditioning 2020-21	15	Optional
Mental Health and Disorder 2020-21	15	Optional
Character Strengths and Virtues 2020-21	15	Optional
Research Skills IV 2020-21	15	Core
Psychological Assessment & Psychometrics 2020-21	15	Core
Research Skills III 2020-21	15	Core
Psychological Literacy and Work Experience 2020-21	15	Optional
International Study 2020-21		Optional
Conceptual, Historical and Philosophical Issues in Psychology 2020-21	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Risk Perception, Assessment and Management 2021-22	15	Optional
Cognitive Neuroscience of Visual Attention 2021-22	15	Optional
Addictions 2021-22	15	Optional
Developmental Psychopathology 2021-22	15	Optional
Independent Study (Psychology) 2021-22	30	Core

Vision 2021-22	15	Optional
Discourse 2021-22	15	Optional
Advanced Multivariate Statistics 2021-22	15	Optional
Clinical and Experimental Neuropsychology 2021-22	15	Optional
Cross-Cultural Psychology 2021-22	15	Optional
Autistic Spectrum Disorders 2021-22	15	Optional
Psychodynamic Therapy: Theory and Practice. 2021-22	15	Optional
Occupational Psychology 2021-22	15	Optional
Fantasy Neuroscience 2021-22	15	Optional
Sleep, Emotion And Cognition 2021-22	15	Optional
Psychopharmacology: Drugs, Brain and Behaviour 2021-22	15	Optional
Patterns of Action 2021-22	15	Optional
Sleep, Dreaming and Circadian Rhythms 2021-22	15	Optional
Perception and Visual Art 2021-22	15	Optional
Introduction to Cognitive Behavioural Therapy 2021-22	15	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Brain, Behaviour & Cognition 2019-20	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Conceptual & Historical Issues in Psychology 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
Developing Individual in Society 2019-20	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Foundations of Applied Psychology 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Skills I 2019-20					<input checked="" type="checkbox"/>							
Research Skills II 2019-20					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Brain, Behaviour & Cognition 2019-20	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Conceptual & Historical Issues in Psychology 2019-20										<input checked="" type="checkbox"/>		
Developing Individual in Society 2019-20												
Foundations of Applied Psychology 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Research Skills I 2019-20							<input checked="" type="checkbox"/>					
Research Skills II 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

	PO25	PO26	PO27	PO28
Brain, Behaviour & Cognition 2019-20				
Conceptual & Historical Issues in Psychology 2019-20			<input checked="" type="checkbox"/>	
Developing Individual in Society 2019-20				
Foundations of Applied Psychology 2019-20			<input checked="" type="checkbox"/>	
Research Skills I 2019-20				

Research Skills II 2019-20

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Brain and Behaviour 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Character Strengths and Virtues 2020-21			✓	✓	✓	✓	✓	✓	✓			✓
Cognition 2020-21	✓					✓		✓				
Comparative Social Behaviour and Cognition 2020-21	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Conceptual, Historical and Philosophical Issues in Psychology 2020-21	✓	✓		✓		✓		✓		✓		
Developmental Psychology 2020-21	✓	✓	✓	✓	✓	✓	✓	✓				
Evolutionary Psychology 2020-21	✓			✓		✓	✓	✓	✓	✓		
International Study 2020-21		✓	✓						✓			
Learning and Conditioning 2020-21	✓		✓	✓		✓	✓	✓	✓			✓
Mental Health and Disorder 2020-21			✓	✓		✓		✓				
Psychological Assessment & Psychometrics 2020-21	✓		✓	✓	✓			✓	✓	✓	✓	✓
Psychological Literacy and Work Experience 2020-21		✓	✓					✓	✓			✓
Psychology in the News 2020-21	✓	✓				✓		✓	✓	✓		
Research Internship Elective 2020-21				✓		✓			✓	✓	✓	✓
Research Skills III 2020-21	✓				✓						✓	
Research Skills IV 2020-21		✓			✓		✓			✓		✓
Social Psychology 2020-21	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Social Theories and Applications 2020-21	✓	✓	✓	✓		✓	✓	✓	✓			✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Brain and Behaviour 2020-21	✓	✓							✓	✓	✓	
Character Strengths and Virtues 2020-21	✓					✓				✓		

Cognition 2020-21										✓		
Comparative Social Behaviour and Cognition 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conceptual, Historical and Philosophical Issues in Psychology 2020-21						✓				✓		
Developmental Psychology 2020-21	✓					✓			✓	✓		
Evolutionary Psychology 2020-21	✓					✓		✓	✓	✓		
International Study 2020-21										✓	✓	✓
Learning and Conditioning 2020-21				✓		✓	✓	✓	✓	✓		
Mental Health and Disorder 2020-21						✓				✓		
Psychological Assessment & Psychometrics 2020-21	✓	✓					✓			✓	✓	
Psychological Literacy and Work Experience 2020-21						✓			✓	✓	✓	✓
Psychology in the News 2020-21						✓	✓			✓		
Research Internship Elective 2020-21	✓		✓	✓	✓	✓	✓		✓	✓		
Research Skills III 2020-21		✓	✓	✓	✓	✓	✓	✓				✓
Research Skills IV 2020-21			✓				✓					
Social Psychology 2020-21	✓	✓			✓	✓	✓		✓	✓		✓
Social Theories and Applications 2020-21						✓	✓		✓	✓		

	PO25	PO26	PO27	PO28
Brain and Behaviour 2020-21				
Character Strengths and Virtues 2020-21			✓	
Cognition 2020-21				
Comparative Social Behaviour and Cognition 2020-21				
Conceptual, Historical and Philosophical Issues in Psychology 2020-21				
Developmental Psychology 2020-21				
Evolutionary Psychology 2020-21				
International Study 2020-21	✓			✓
Learning and Conditioning 2020-21				
Mental Health and Disorder 2020-21				
Psychological Assessment & Psychometrics 2020-21	✓	✓		

Psychological Literacy and Work Experience 2020-21	✓	✓	✓	
Psychology in the News 2020-21				
Research Internship Elective 2020-21				
Research Skills III 2020-21				
Research Skills IV 2020-21				
Social Psychology 2020-21	✓	✓	✓	
Social Theories and Applications 2020-21				

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Addictions 2021-22						✓	✓					✓
Advanced Multivariate Statistics 2021-22					✓		✓					
Autistic Spectrum Disorders 2021-22	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Clinical and Experimental Neuropsychology 2021-22	✓		✓	✓		✓	✓	✓	✓	✓		✓
Cognitive Neuroscience of Visual Attention 2021-22	✓			✓	✓	✓	✓	✓				
Cross-Cultural Psychology 2021-22				✓		✓		✓				
Developmental Psychopathology 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discourse 2021-22	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Fantasy Neuroscience 2021-22	✓			✓	✓	✓	✓	✓				
Independent Study (Psychology) 2021-22	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduction to Cognitive Behavioural Therapy 2021-22	✓			✓				✓			✓	✓
Occupational Psychology 2021-22	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Patterns of Action 2021-22	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Perception and Visual Art 2021-22										✓		✓
Psychodynamic Therapy: Theory and Practice. 2021-22	✓			✓					✓			
Psychopharmacology: Drugs, Brain and			✓	✓		✓	✓	✓			✓	

Behaviour 2021-22												
Risk Perception, Assessment and Management 2021-22	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Sleep, Dreaming and Circadian Rhythms 2021-22	✓			✓	✓	✓	✓	✓				
Sleep, Emotion And Cognition 2021-22				✓	✓							
Vision 2021-22				✓		✓		✓				

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Addictions 2021-22						✓			✓			
Advanced Multivariate Statistics 2021-22			✓	✓		✓	✓	✓				
Autistic Spectrum Disorders 2021-22	✓					✓	✓		✓	✓		
Clinical and Experimental Neuropsychology 2021-22	✓					✓				✓		✓
Cognitive Neuroscience of Visual Attention 2021-22	✓	✓				✓			✓	✓		
Cross-Cultural Psychology 2021-22						✓				✓		
Developmental Psychopathology 2021-22	✓					✓	✓		✓	✓		
Discourse 2021-22	✓					✓			✓	✓		✓
Fantasy Neuroscience 2021-22	✓					✓		✓	✓	✓		
Independent Study (Psychology) 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Introduction to Cognitive Behavioural Therapy 2021-22		✓			✓					✓		
Occupational Psychology 2021-22	✓	✓				✓		✓	✓	✓	✓	✓
Patterns of Action 2021-22	✓	✓	✓			✓						
Perception and Visual Art 2021-22						✓						
Psychodynamic Therapy: Theory and Practice. 2021-22										✓		
Psychopharmacology: Drugs, Brain and Behaviour 2021-22						✓				✓		
Risk Perception, Assessment and Management 2021-22	✓			✓		✓	✓	✓	✓	✓		
Sleep, Dreaming and Circadian Rhythms		✓				✓				✓		

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Brain, Behaviour & Cognition 2019-20												
Conceptual & Historical Issues in Psychology 2019-20												
Developing Individual in Society 2019-20												
Foundations of Applied Psychology 2019-20												
Research Skills I 2019-20												
Research Skills II 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Brain, Behaviour & Cognition 2019-20												
Conceptual & Historical Issues in Psychology 2019-20												
Developing Individual in Society 2019-20	50											
Foundations of Applied Psychology 2019-20												
Research Skills I 2019-20												
Research Skills II 2019-20											40	
	25	26	27	28	29	30	31	32	33	34	35	36
Brain, Behaviour & Cognition 2019-20		50										
Conceptual & Historical Issues in Psychology 2019-20												
Developing Individual in Society 2019-20												
Foundations of Applied Psychology 2019-20												
Research Skills I 2019-20												
Research Skills II 2019-20							60					

	37	38	39	40	41	42	43	44	45	46	47	48
Brain, Behaviour & Cognition 2019-20												
Conceptual & Historical Issues in Psychology 2019-20												
Developing Individual in Society 2019-20												
Foundations of Applied Psychology 2019-20												
Research Skills I 2019-20												
Research Skills II 2019-20												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Brain, Behaviour & Cognition 2019-20					25	25
Conceptual & Historical Issues in Psychology 2019-20					100	
Developing Individual in Society 2019-20					25	25
Foundations of Applied Psychology 2019-20						100
Research Skills I 2019-20					100	
Research Skills II 2019-20						

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Brain and Behaviour 2020-21												
Character Strengths and Virtues 2020-21												
Cognition 2020-21												
Comparative Social Behaviour and Cognition 2020-21												
Conceptual, Historical and Philosophical												

Issues in Psychology 2020-21												
Developmental Psychology 2020-21									50			15
Evolutionary Psychology 2020-21												
International Study 2020-21												
Learning and Conditioning 2020-21												
Mental Health and Disorder 2020-21									60			
Psychological Assessment & Psychometrics 2020-21												
Psychological Literacy and Work Experience 2020-21												
Psychology in the News 2020-21								75		25		
Research Internship Elective 2020-21												
Research Skills III 2020-21												
Research Skills IV 2020-21												
Social Psychology 2020-21				15					50			
Social Theories and Applications 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Brain and Behaviour 2020-21				100								
Character Strengths and Virtues 2020-21												
Cognition 2020-21												
Comparative Social Behaviour and Cognition 2020-21												
Conceptual, Historical and Philosophical Issues in Psychology 2020-21				100								
Developmental Psychology 2020-21												
Evolutionary Psychology 2020-21	100											
International Study 2020-21												
Learning and Conditioning 2020-21												
Mental Health and Disorder 2020-21												
Psychological Assessment & Psychometrics 2020-21												
Psychological Literacy and Work Experience												

2020-21													
Psychology in the News 2020-21													
Research Internship Elective 2020-21													
Research Skills III 2020-21	100												
Research Skills IV 2020-21													
Social Psychology 2020-21													
Social Theories and Applications 2020-21													
	25	26	27	28	29	30	31	32	33	34	35	36	
Brain and Behaviour 2020-21													
Character Strengths and Virtues 2020-21													
Cognition 2020-21													
Comparative Social Behaviour and Cognition 2020-21								50					
Conceptual, Historical and Philosophical Issues in Psychology 2020-21													
Developmental Psychology 2020-21													
Evolutionary Psychology 2020-21													
International Study 2020-21											100		
Learning and Conditioning 2020-21				40			60						
Mental Health and Disorder 2020-21													
Psychological Assessment & Psychometrics 2020-21		40						60					
Psychological Literacy and Work Experience 2020-21													
Psychology in the News 2020-21													
Research Internship Elective 2020-21			100										
Research Skills III 2020-21													
Research Skills IV 2020-21			50			40		10					
Social Psychology 2020-21													
Social Theories and Applications 2020-21													
	37	38	39	40	41	42	43	44	45	46	47	48	

Developmental Psychology 2020-21												35	
Evolutionary Psychology 2020-21													
International Study 2020-21													
Learning and Conditioning 2020-21													
Mental Health and Disorder 2020-21												40	
Psychological Assessment & Psychometrics 2020-21													
Psychological Literacy and Work Experience 2020-21													100
Psychology in the News 2020-21													
Research Internship Elective 2020-21													
Research Skills III 2020-21													
Research Skills IV 2020-21													
Social Psychology 2020-21												35	
Social Theories and Applications 2020-21													100

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Addictions 2021-22												100
Advanced Multivariate Statistics 2021-22												
Autistic Spectrum Disorders 2021-22												
Clinical and Experimental Neuropsychology 2021-22												
Cognitive Neuroscience of Visual Attention 2021-22												100
Cross-Cultural Psychology 2021-22												
Developmental Psychopathology 2021-22												100
Discourse 2021-22												
Fantasy Neuroscience 2021-22												
Independent Study (Psychology) 2021-22												
Introduction to Cognitive Behavioural Therapy 2021-22												

Occupational Psychology 2021-22												
Patterns of Action 2021-22												
Perception and Visual Art 2021-22												
Psychodynamic Therapy: Theory and Practice. 2021-22												
Psychopharmacology: Drugs, Brain and Behaviour 2021-22												
Risk Perception, Assessment and Management 2021-22												
Sleep, Dreaming and Circadian Rhythms 2021-22												
Sleep, Emotion And Cognition 2021-22												
Vision 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24
Addictions 2021-22												
Advanced Multivariate Statistics 2021-22					100							
Autistic Spectrum Disorders 2021-22												
Clinical and Experimental Neuropsychology 2021-22												
Cognitive Neuroscience of Visual Attention 2021-22												
Cross-Cultural Psychology 2021-22				100								
Developmental Psychopathology 2021-22												
Discourse 2021-22											50	
Fantasy Neuroscience 2021-22										50		
Independent Study (Psychology) 2021-22												
Introduction to Cognitive Behavioural Therapy 2021-22												
Occupational Psychology 2021-22				100								
Patterns of Action 2021-22												
Perception and Visual Art 2021-22												
Psychodynamic Therapy: Theory and												

Practice. 2021-22												
Psychopharmacology: Drugs, Brain and Behaviour 2021-22												
Risk Perception, Assessment and Management 2021-22			100									
Sleep, Dreaming and Circadian Rhythms 2021-22												
Sleep, Emotion And Cognition 2021-22											50	
Vision 2021-22	100											
	25	26	27	28	29	30	31	32	33	34	35	36
Addictions 2021-22												
Advanced Multivariate Statistics 2021-22												
Autistic Spectrum Disorders 2021-22									100			
Clinical and Experimental Neuropsychology 2021-22									100			
Cognitive Neuroscience of Visual Attention 2021-22												
Cross-Cultural Psychology 2021-22												
Developmental Psychopathology 2021-22												
Discourse 2021-22								50				
Fantasy Neuroscience 2021-22				50								
Independent Study (Psychology) 2021-22				80			20					
Introduction to Cognitive Behavioural Therapy 2021-22								100				
Occupational Psychology 2021-22												
Patterns of Action 2021-22												
Perception and Visual Art 2021-22							100					
Psychodynamic Therapy: Theory and Practice. 2021-22				100								
Psychopharmacology: Drugs, Brain and Behaviour 2021-22	40											
Risk Perception, Assessment and												

Management 2021-22												
Sleep, Dreaming and Circadian Rhythms 2021-22	80			20								
Sleep, Emotion And Cognition 2021-22							50					
Vision 2021-22												
	37	38	39	40	41	42	43	44	45	46	47	48
Addictions 2021-22												
Advanced Multivariate Statistics 2021-22												
Autistic Spectrum Disorders 2021-22												
Clinical and Experimental Neuropsychology 2021-22												
Cognitive Neuroscience of Visual Attention 2021-22												
Cross-Cultural Psychology 2021-22												
Developmental Psychopathology 2021-22												
Discourse 2021-22												
Fantasy Neuroscience 2021-22												
Independent Study (Psychology) 2021-22												
Introduction to Cognitive Behavioural Therapy 2021-22												
Occupational Psychology 2021-22												
Patterns of Action 2021-22												
Perception and Visual Art 2021-22												
Psychodynamic Therapy: Theory and Practice. 2021-22												
Psychopharmacology: Drugs, Brain and Behaviour 2021-22												
Risk Perception, Assessment and Management 2021-22												
Sleep, Dreaming and Circadian Rhythms 2021-22												
Sleep, Emotion And Cognition 2021-22												

Vision 2021-22											
						49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Addictions 2021-22											
Advanced Multivariate Statistics 2021-22											
Autistic Spectrum Disorders 2021-22											
Clinical and Experimental Neuropsychology 2021-22											
Cognitive Neuroscience of Visual Attention 2021-22											
Cross-Cultural Psychology 2021-22											
Developmental Psychopathology 2021-22											
Discourse 2021-22											
Fantasy Neuroscience 2021-22											
Independent Study (Psychology) 2021-22											
Introduction to Cognitive Behavioural Therapy 2021-22											
Occupational Psychology 2021-22											
Patterns of Action 2021-22										100	
Perception and Visual Art 2021-22											
Psychodynamic Therapy: Theory and Practice. 2021-22											
Psychopharmacology: Drugs, Brain and Behaviour 2021-22											60
Risk Perception, Assessment and Management 2021-22											
Sleep, Dreaming and Circadian Rhythms 2021-22											
Sleep, Emotion And Cognition 2021-22											
Vision 2021-22											

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07	Psy08	Psy09
PO1									
PO2									
PO3									
PO4									
PO5									

	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16	Psy17	Psy18
PO1									
PO2									
PO3									
PO4									
PO5									

	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25	Psy26	Psy27
PO1			✓		✓				
PO2			✓						
PO3				✓					
PO4						✓			
PO5							✓		

	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34	Psy35	Psy36
PO1									
PO2									
PO3									
PO4									

PO7								✓	
PO8								✓	
PO9									✓
PO10					✓			✓	
PO11									
PO12									

	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34	Psy35	Psy36
PO6									
PO7				✓					
PO8									
PO9	✓								
PO10									
PO11						✓			
PO12		✓							

						Psy37	Psy38	Psy39	Psy40
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									
PO12						✓			

Subject Specific Practical Skills

	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07	Psy08	Psy09
PO13									
PO14									
PO15									

PO16									
PO17									
	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16	Psy17	Psy18
PO13									
PO14									
PO15									
PO16									
PO17									
	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25	Psy26	Psy27
PO13									
PO14									
PO15									
PO16									
PO17									
	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34	Psy35	Psy36
PO13									
PO14		✓							
PO15			✓						
PO16			✓						
PO17					✓				
						Psy37	Psy38	Psy39	Psy40
PO13								✓	
PO14									
PO15									
PO16									
PO17									

Transferable Skills and Attributes

	Psy01	Psy02	Psy03	Psy04	Psy05	Psy06	Psy07	Psy08	Psy09
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									

	Psy10	Psy11	Psy12	Psy13	Psy14	Psy15	Psy16	Psy17	Psy18
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									

	Psy19	Psy20	Psy21	Psy22	Psy23	Psy24	Psy25	Psy26	Psy27
PO18									
PO19									
PO20									

PO21									
PO22								✓	
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									

	Psy28	Psy29	Psy30	Psy31	Psy32	Psy33	Psy34	Psy35	Psy36
PO18							✓		
PO19								✓	
PO20									✓
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
PO27						✓			
PO28									

	Psy37	Psy38	Psy39	Psy40
PO18				
PO19				
PO20				
PO21	✓			
PO22				
PO23		✓		
PO24			✓	
PO25				✓
PO26				
PO27				

PO28

Appendix IV: Benchmark Benchmark Statement(s)

Psy01 - *Able to understand the scientific underpinnings of psychology as a discipline.*

Psy02 - *Recognise the inherent variability and diversity of psychological functioning.*

Psy03 - *Demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised across the core areas.*

Psy04 - *Be knowledgeable about a number of specialised areas and/or applications.*

Psy05 - *Demonstrate knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis.*

Psy06 - *Reason scientifically and demonstrate the relationship between theory and evidence.*

Psy07 - *Adopt multiple perspectives.*

Psy08 - *Detect meaningful patterns in behaviour and experience.*

Psy09 - *Pose and operationalise research questions.*

Psy10 - *Demonstrate competence in research skills through practical activities.*

Psy11 - *Reason statistically and demonstrate competence in a range of statistical methods.*

Psy12 - *Initiate, design, conduct and report an empirically-based research project under appropriate supervision.*

Psy13 - *Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project.*

Psy14 - *Communicate ideas and research findings by written, oral and visual means.*

Psy15 - *Interpret and use numerical, statistical and other forms of data.*

Psy16 - *Be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings.*

Psy17 - *Approach problem solving in a systematic way.*

Psy18 - *Be aware of contextual and interpersonal factors in groups and teams.*

Psy19 - *Undertake self-directed study and project management in a supportive environment.*

Psy20 - *Recognise the need to assess their own skills and to harness them for future learning.*

Psy21 - *Able to understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.*

Psy22 - *Recognise the inherent variability and diversity of psychological functioning and its*

significance.

Psy23 - *Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas.*

Psy24 - *Demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.*

Psy25 - *Demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.*

Psy26 - *Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.*

Psy27 - *Adopt multiple perspectives and systematically analyse the relationships between them.*

Psy28 - *Detect meaningful patterns in behaviour and experience and evaluate their significance.*

Psy29 - *Pose, operationalise and critique research questions.*

Psy30 - *Demonstrate substantial competence in research skills through practical activities.*

Psy31 - *Reason statistically and use a range of statistical methods with confidence.*

Psy32 - *Competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.*

Psy33 - *Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.*

Psy34 - *Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.*

Psy35 - *Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.*

Psy36 - *Be computer literate and confident in using word processing, database and statistical software.*

Psy37 - *Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.*

Psy38 - *Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams.*

Psy39 - *Undertake self-directed study and project management, in order to meet desired objectives.*

Psy40 - *Take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.*