

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Psychology

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	C870
<b>JACS Code</b>	C810
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Psychology
<b>Programme accredited by</b>	British Psychological Society
<b>Description of accreditation</b>	<a href="http://www.bps.org.uk/bpslegacy/ac">http://www.bps.org.uk/bpslegacy/ac</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Psychology Diploma of Higher Education in Psychology Certificate of Higher Education in Psychology
<b>Programme Leader</b>	Anna Law

### Educational aims of the programme

In line with the defining principles laid down in the benchmarking document, the aims of the BSc (Hons) Psychology programme are to:

Develop knowledge and critical understanding of a range of fundamental psychological theory.

Produce a scientific understanding of mind, brain, behaviour, and experience, and of the complex interactions between them.

Develop knowledge of, and the ability to critically evaluate, experimental methods and key research areas in psychology.

Develop students' awareness of a range of real-life applications of psychological theory.

Enable students to link theoretical analysis with empirical enquiry.

Enrich students' learning experiences and to provide a stimulating and effective learning environment.

Promote access to higher education, especially within the local region, whilst maintaining due regard for issues of ability and quality assurance.

Enable graduates to enter employment in a wide range of contexts.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

Enable achievement of Graduate Membership (GM) and Graduate Basis for Chartered Membership (GBC) from the British Psychological Society (BPS). GBC is a pre-requisite for entry to BPS-accredited postgraduate programmes in Psychology.

#### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

Demonstrate progression in the transition to degree level study

Communicate effectively in written and verbal forms

Show ability to participate in group work discussion

Apply the skills required for research design and development

Develop foundational knowledge for core psychology

Reflect on the psychological skills and literacies required for course mastery and employability

Evaluate academic, personal and professional progress

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Demonstrate increased knowledge and understanding of core psychology

Compare and contrast a range of psychological perspectives

Evidence competence and progress in understanding research methodologies

Evaluate the application of psychological perspectives to the work environment

Demonstrate a critical approach to literature and research findings

## **Target award Learning Outcomes - Bachelor of Science with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate a range of knowledge in conceptual and historical perspectives in psychology
2. Explain the basic principles of Biological Psychology
3. Demonstrate breadth of knowledge in basic Cognitive Psychology
4. Demonstrate breadth of knowledge in basic Developmental Psychology
5. Demonstrate breadth of knowledge in basic Social Psychology
6. Demonstrate breadth of knowledge in the basics of Personality and Individual Differences
7. Demonstrate breadth of knowledge in the basic principles and processes of Research methods in psychology
8. Demonstrate basic competence in Psychological Applications
9. Demonstrate and explain the basics of other specialist areas of Psychology
10. Demonstrate competence in effective oral and written communication skills
11. Show evidence of effective comprehension skills and use of data
12. Demonstrate mastery of critical thinking and reasoning skills
13. Present clear evidence of problem solving skills
14. Demonstrate management of the data collection process and critical competence in research skills
15. Provide evidence of evaluative and analytical skills
16. Demonstrate competence in the effective retrieval and organisation of information
17. Show versatility and understanding in the use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
18. Demonstrate project management skills in carrying out an extensive piece of independent empirical research, applying skills of choosing and applying appropriate advanced empirical methodologies and the treatment of resulting data with appropriate analytical methods.
19. Apply skills of literature search, critical review and selection of relevant sources, and systematic synthesis and treatment of key material.
20. Demonstrate adaptability and versatility in computer literacy, both in use of standard software applications and use of internet to search for information
21. Show adaptation of problem solving and reasoning skills to a range of challenges
22. Demonstrate versatility in the application of self-management of learning, utilising time-management skills and effective planning strategies
23. Show evidence for collaboration and co-operation in working with others in varied situations

# Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Lectures and directed independent reading are used to introduce core knowledge [A1 to A9]. Lectures are supplemented by seminar and workshop activities in which students can explore ideas in more depth and contribute to, and benefit from, peer learning. In addition, students are expected to cover substantive course content through their own directed reading. These approaches are consistent with the learning outcomes of each specific module [A1 to A9].

In formulating the assessment strategy, the programme team aims to achieve an appropriate match between teaching and learning methods and assessment tasks, including the provision of formative feedback, an appropriate balance of assessment tasks over the programme, and inclusivity of a range of student approaches to learning. A variety of assessment methods is therefore utilised across the programme.

Workshop activities provide opportunities for formative feedback from both peers and tutors. Similarly, tutor support during the preparation of coursework assignments provides opportunities for formative feedback. Coursework assessment is used to provide timely and detailed summative and formative assessment. Individual tutors also build in opportunities for formative assessment during the life of the module, and take advantage of opportunities to provide formative assessment that arise from students' work.

Assessment methods include essay assignment [A1, A2, A3, A4, A5, A6, A9], conventional written examinations (using seen or unseen questions) [A1 to A9], multiple choice examinations [A1, A7], portfolios [A1, A9], oral presentations [A8] and research reports [A1, A7, A8, A9].

Lectures are supported by appropriate learning resources and learning activities to provide practice in applying declarative knowledge to applied problems, with feedback from tutors and peers [B1 to B6]. Workshop activities similarly provide a forum for skill development through practice with feedback [B1 to B6]. Individual supervision meetings support students in developing, conducting and reporting an empirical investigation in psychology [B1 to B6].

A variety of assessment methods is used, including examination, essay, projects, portfolios and presentations.

Lectures are used to introduce core knowledge and principles [C1, C2, C3, C4]. Workshops provide opportunities for students to develop skills underpinned by this knowledge through practice with feedback (from peers and tutor) [C1, C2, C4] and through critical reflection [C1, C2]. Individual supervision sessions are used to support students in the development and completion of their final year project [C3, C4].

A variety of assessment methods is used, including examination, essay, projects, portfolios and presentations. [C1 to C4].

Lectures are used to introduce core knowledge base. Workshops provide opportunities for students to develop skills underpinned by this knowledge through practice with feedback (from peers and tutor) [D1 to D4] and through critical reflection. Individual supervision is provided to guide the student through the development and completion of a final year project and dissertation [D1 to D4].

Assessment methods include written assignments and examinations [D1, D2, D3, D4], together with practical skills assessment [D1]. All single honours and Major students seeking BPS accreditation complete a dissertation [D1 to D4].

## Programme structure - programme rules and modules

The programme is offered in full-time mode (3 years).

The BSc (Hons) Psychology degree is accredited by the British Psychological Society and confers graduate eligibility for both Graduate Membership of the British Psychological Society and the Graduate Basis for Chartership, provided the minimum standard of a Second Class Honours is achieved. In addition, the student must achieve a mark of 40% or more in the psychology dissertation (6200PSYSCI).

Two 10-credit options must be chosen at level 6, but no more than two.

The undergraduate programme in Psychology provides a clear developmental progression in learning.

At Level 4 students are given a theoretical and practical grounding in research and study skills, including IT, and are introduced to a range of key theories and research findings in psychology. At Level 5, there is a more in-depth and critical examination of experimental methods, including computer applications in data collection and analysis. Other core modules at Level 5 provide a broad mainstream education in psychology, whilst the applied nature of the programme is traceable through the modules, "Studying Psychology" at level 4, and "Careers and Employability" at level 5. The emphasis at Level 6 is on providing the opportunity to study selected areas of Psychology in greater depth and from a more critical and evaluative perspective. The flexible system of choice at this level enables students to create a broad or more specialised portfolio of modules according to their own

interests and career aspirations. Investigative and research skills are further enhanced by completion of an independent piece of empirical research in the Dissertation module. The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module [5208PSYSCI]. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
<a href="#">6200PSYSCI</a> PSYCHOLOGY DISSERTATION (40 credits)	<a href="#">6201PSYSCI</a> FORENSIC PSYCHOLOGY (20 credits) <a href="#">6202PSYSCI</a> HEALTH PSYCHOLOGY (20 credits) <a href="#">6203PSYSCI</a> COGNITIVE NEUROSCIENCE (20 credits) <a href="#">6204PSYSCI</a> POSITIVE PSYCHOLOGY (20 credits) <a href="#">6205PSYSCI</a> PSYCHOLOGY IN EDUCATION (20 credits) <a href="#">6206PSYSCI</a> PSYCHOPHARMACOLOGY AND ADDICTIVE BEHAVIOUR (10 credits) <a href="#">6207PSYSCI</a> FACE PERCEPTION: PROCESSES AND DISORDERS (10 credits) <a href="#">6208PSYSCI</a> SOCIAL COGNITION (10 credits) <a href="#">6209PSYSCI</a> FUNCTIONS OF HUMAN SLEEP (10 credits) <a href="#">6210PSYSCI</a> WORK PSYCHOLOGY (10 credits) <a href="#">6211PSYSCI</a> EXPERIMENTAL PSYCHOLOGY (20 credits) <a href="#">6212PSYSCI</a> PSYCHOLOGY OF SEXUAL VIOLENCE (10 credits) <a href="#">6213PSYSCI</a> Work-based learning (10 credits)	40 core credits at level 6 80 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">5201PSYSCI</a> RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3: QUALITATIVE RESEARCH METHODS (10 credits) <a href="#">5202PSYSCI</a> RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 4: ADVANCED QUANTITATIVE RESEARCH METHODS (20 credits) <a href="#">5203PSYSCI</a> COGNITIVE AND BIOLOGICAL PSYCHOLOGY (20 credits) <a href="#">5204PSYSCI</a> DEVELOPMENTAL AND SOCIAL PSYCHOLOGY (20 credits) <a href="#">5205PSYSCI</a> CAREERS AND EMPLOYABILITY (10 credits) <a href="#">5206PSYSCI</a> CONTEMPORARY ISSUES IN APPLIED PSYCHOLOGY (20 credits) <a href="#">5207PSYSCI</a> MENTAL HEALTH CONDITIONS (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4201PSYSCI</a> STUDYING PSYCHOLOGY (20 credits) <a href="#">4202PSYSCI</a> RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 1: RELATIONSHIPS AND ASSOCIATIONS (10 credits) <a href="#">4203PSYSCI</a> INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES (20 credits) <a href="#">4204PSYSCI</a> PSYCHOLOGICAL THEMES (20 credits) <a href="#">4205PSYSCI</a> RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 2: TESTING FOR DIFFERENCES (10 credits) <a href="#">4206PSYSCI</a> INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY (20 credits) <a href="#">4207PSYSCI</a> CONCEPTS IN MENTAL HEALTH AND WELLBEING (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Work-related learning is provided on the modules, Careers and Employability (5205PSYSCI) and Work-based learning (6213PSYSCI).

In 5205PSYSCI, students get an opportunity to develop their career and employability skills through a series of lectures, tutorials, and by completing an oral presentation. There is an option to undertake either a work placement or an enhanced careers-related portfolio. Through the learning activities careers within and outside of Psychology are highlighted and discussed, with reference to the enhancement of students' employability skills. Aims in the module include raising students' awareness of various career paths and opportunities that their Psychology degree opens up for them. Students will complete an oral presentation, which in itself is an essential employability skill. Tutorials within this module will support students in their goal-directed planning for employability.

In 6213PSYSCI, students who choose this module at Level 6 have the opportunity to complete a longer and more in-depth work placement. They can work towards making themselves more competitive in the employment market, and gather further examples of their skills in a workplace context. Students on this module will be supported by tutorials and lectures from academic staff. They will complete a coursework portfolio assessment consisting of a skills matrix and a detailed professional development plan.

Both modules link students to the work of a dedicated Careers Adviser who contributes directly to the programme and assists students with career counselling.

## Criteria for admission

### A/AS Level

A minimum of 112 points on the UCAS tariff

At A level, Grade C in a relevant science or social science required.

### BTEC National Diploma

BTEC certificate: Acceptable only when combined with other qualifications

90 credit diploma: Acceptable only when combined with other qualifications

Diploma (QCF): Acceptable on its own and combined with other qualifications

Diploma subjects / grades required: D\*D\* if studied on its own or to the total of 112 UCAS points if combined with other qualifications

Extended diploma (QCF): Acceptable on its own and combined with other qualifications

Extended diploma subjects / grades required: DMM if studied on its own or to the total of 112 UCAS points if combined with other qualifications

### **AVCE**

A minimum of 112 points on the UCAS tariff

### **Irish Leaving Certificate**

Irish Leaving Certificate: Acceptable on its own and combined with other qualifications

Grades / subjects required: 112 UCAS points from a minimum of 5 subjects

### **Scottish Higher**

112 points. Acceptable on its own and combined with other qualifications

### **International Baccalaureate**

International Baccalaureate: Acceptable on its own and combined with other qualifications

Additional information: 26 IB Diploma Points. We may require specific grades in science subjects.

### **Access**

Access to Higher Education Diploma acceptability: Acceptable on its own and combined with other qualifications

Further information: Overall Merit Required.

### **Other**

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or • Key Skills Level 2 in English/ Maths • NVQ Level 2 Functional skills in Maths and English Writing and or Reading • Skills for Life Level 2 in Numeracy/English • Higher Diploma in Maths/ English • Functional skills level 2 in Maths/ English

### **Mature entry**

Mature, non standard applicants providing evidence of ability to undertake the programme will be interviewed by the Admissions Team. Access applicants should have (or expect to obtain) the full award in a relevant course.

### **Overseas qualifications**

International students achieving a qualification equivalent to the above (as defined by NARIC) with an English language capability of IELTS 6.0 (minimum of 5.5 in each component) or equivalent.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

## **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

## **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

## **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

## **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

## ***Please note:***

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*